

School Life

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FEDERAL SECURITY AGENCY • U. S. Office of Education, Washington, D. C.

"We Will Make It a Better World"

THE following statement is reprinted from the "Baltimore Bulletin of Education." It speaks for itself and is signed by Mrs. Anna Krassner, now a citizen of the United States.

"I was born in Russia. I came to America in 1906. And now this is the part of my story that I used to be ashamed to tell—I didn't become a citizen until 1945. I am no longer ashamed. Where was I between 1906 and 1945? Busy! Busy! Very busy, raising a family of 12 children from the profits of a penny confectionery store. I wasn't a citizen in the eyes of the law, but in my heart I was a good citizen. Five of my boys helped in the war to save democracy. Thank God they have all come back to me and their country.

"In 1943 I decided that most of the work in raising my family was finished. Now I could go to school and learn the things I had worked so hard to have my children learn. Maybe, I said to myself, this old head can learn to write, to read, and who knows, maybe even to pass the citizenship examination. So off to school I went. Then it was at Broadway and Bank Street. Ah! but it was nice. Look—I could read, write, and what do you think—I could even spell some of the words correctly sometimes. It

was a grand feeling. Imagine, I could write letters to my boys and read the ones they sent me. Believe me, it was wonderful, and—free too. In America you go to school—they teach you—free. Is that not something! I would like to say a few words about our teachers. They are great people—possessed of much patience. They not only teach us to read, to write, and to understand, but they also let us cry on their shoulders and they listen to our troubles. And sometimes they give us advice to help us out of our troubles. God bless them.

"In 1945, I passed the citizenship examination—me, from the penny confectionery—to a citizen—me with 12 children—all graduates of high school—me a citizen.

"My friends, I did not stop going to school after I became a citizen—no, I wanted to learn more English. I wanted to see other people, meet and talk with them. Yes, meet people of all nationalities. We learned the habits of each other, the customs of each other; we learned to study, to live together. We learned what it means to be an American. Ah! If only the people in the whole world could get along together the way we different nationalities get along in school—wouldn't this be a better world to live in?

"Yes, I'm still going to night school, I'm still learning, and there are more like me.

"We will make it a better world."

Infantile Paralysis Message To Parents

The Nation's 30,000,000 elementary and secondary school children are taking a message home to their parents about infantile paralysis and its treatment before any epidemics strike this year. This has been made possible through a bulletin issued by the National Foundation for Infantile Paralysis and sponsored by the school systems of the country.

Entitled *A Message to Parents About Infantile Paralysis*, the statements help reassure parents and tell them what to do in the event of epidemics. While the location of epidemics cannot be accurately predicted, past experience has shown that they will occur in some parts of the country between the spring and fall months every year.

The project has been approved by the State Departments of Education. They have recommended that county and city superintendents arrange for distribution of the bulletin in any quantities required.

Recognizing that fear of the disease is often exaggerated, the National Foundation, under the heading "Facts Fight Fears," assures parents that very few people contract the paralytic form of the disease, that most patients get well and, with good care, the large majority recover without crippling. It is sug-

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School Life

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Federal Security Administrator-----WATSON B. MILLER

U. S. Commissioner of Education----JOHN W. STUDEBAKER

Purpose

The Congress of the United States established the United States Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories;" to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems;" and to "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

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One of the Latin-American visiting groups of English teachers.

INTER-AMERICAN UNDERSTANDING GAINED THROUGH EXPERIENCES

by Delia Goetz, Specialist, International Educational Relations Division

THE TRAIN moved slowly from the station in Lexington, Ky. From the steps of a pullman car a small, dark-haired woman called good-by to a group of young people on the platform. A corsage was pinned to the lapel of her coat. Her arms were piled high with packages, gifts from friends made during her month at Henry Clay High School.

"Come to Costa Rica," she called in answer to their "Come back. Come back soon."

"We will remember this all of our lives," said a little girl as they turned to leave the platform. "She has made Costa Rica real to us."

That same day similar farewell scenes were repeated in a dozen or more cities

as young men and women from 15 of our neighbor Republics said good-by to friends they had made in this country. They were English teachers from South and Central America brought to this country under a project of the Interdepartmental Committee of Cooperation with the American Republics. The U. S. Office of Education had the responsibility for planning their program during their 3 months' stay.

Project Brings Useful Results

Here in this country they had improved their English and learned something of our history, our culture, and our civilization. During their month in the schools they had assisted teachers of Spanish, French, or Portuguese, had

gained an idea of our educational systems and school administration; and had helped us to know their country and to understand their people and their customs. Here, too, they had an opportunity to meet teachers from their neighbor Republics. One visitor from Honduras said:

"Besides giving us a chance to know you better, we are meeting people from Central and South America. We Spanish people of the Americas are coming to know and understand each other because the United States is helping us to do so. Now I have many friends from the United States, Guatemala, Costa Rica, Ecuador, Paraguay, and other countries, because you had these people come together, talk, and

see each other, and like each other. Now we feel that we people from the Americas are brothers and equals. Thank you and the people of the United States."

Participated in Varied Programs

This program was initiated in 1943. Since that time, 110 teachers of English have come from Latin America to study in this country. The first 6 weeks of their stay they spent at various places—Mills College in California, the Universities of Texas, Michigan, Pennsylvania, Indiana, and George Peabody College in Tennessee. During this period they had intensive courses in English, in teaching English as a second language, in literature, and in history. In addition to these courses the visitors were given an opportunity to take part in civic and social affairs of the community. They attended lectures, talked to various luncheon and study clubs, joined in activities of the churches, and took part in radio programs.

Reporting on the 6 weeks at one of the universities, the director of the course wrote, "I should like to start with a reiteration of our joy over working with the Latin-American teachers. We are extremely desirous of working out such a program again for a similar group. We have the gratifying conviction that we were of considerable benefit to the group—and there is no more satisfying feeling that a teacher can experience." And a teacher who had taken the course said, "I think all my work will be greatly improved by the knowledge I acquired there."

At the end of the 6 weeks' period the visitors were assigned to high schools in different parts of the country for a month's practical experience. They assisted the teachers of Spanish, Portuguese, or French, visited classes in English, history, social studies, music, art, or in any other field of special interest. They also observed the administration and studied the programs and the procedure of the school.

The students of most schools visited had spent a class period in getting acquainted with the guest teacher before she arrived. They had found out something about her background, her country, and her interests. They took

another class period to list the things they hoped to learn from her visit and the activities they wanted to share with her. And when she arrived, they were all set for her. Hardly had introductions been acknowledged when they began to bombard her with questions.

Many Questions Asked

"Are your schools like ours? What kind of sports do they have in the high schools? What kind of movies do you like? Are your homes like ours? Could we get jobs in your country?" And of course they wanted to know something about the music, to hear the songs that are popular south of the border, and to be taught a few steps of some of the dances. There were uncomfortable moments, too, when a visitor who perhaps had never raised his voice in song, was asked to sing his national anthem in assembly. One teacher, a young man from Venezuela, observed apologetically, "One thing I regret as far as my contribution is concerned; that is my complete lack of ability in singing and dancing. I no doubt disappointed many who had reason to expect a true Latin to be an expert at the conga, the tango, and the rhumba. Here I must present my apologies."

Some classes had prepared in another way for their visitor. One teacher wrote, "At the city auditorium in Atlanta, Georgia, I heard with tears in my eyes, more than one thousand boys and girls singing the national anthem of my country."

Two-Way Benefits Indicated

Reports from the visitors as well as from the teachers with whom they worked indicate that the benefits of the program were two-way. A teacher from Guatemala said:

"In the field of education I am happy to state that I have found many new ideas, especially regarding technical schools. I am planning to suggest to my government the necessity of adopting a number of changes in our system . . . It will be my aim to give the Guatemalans a true picture of this country insofar as the places I visited are concerned . . . I wish to tell my compatriots how efficient your technical and academic teachings are. I hope to encourage parents there to send their children to study here. I also want to tell

them how much and how easily the average North American fraternizes with Latin Americans judging by what I have seen at the schools and cities I have visited. I will tell them I have realized that the American people do not usually regard other people as inferior or backward. It is lack of contact and nothing else that has caused some prejudices to arise."

And their hosts were as generous as they in their praise of the visitors. A host teacher said of a visitor from Venezuela: "In the classroom he displayed excellent photographs and sketches of the people and various parts of Venezuela and told of their historical and present significance, giving an interesting and informative insight into his country. To the more advanced classes he spoke in Spanish, pausing every once in a while to be sure he was understood. To all classes he dictated, asked questions in Spanish based on the dictation, stressing pronunciation and pointing out the differences peculiar to the Venezuelan. The students were especially delighted to hear about the personal aspects of his life, his family, his friends, and relatives and their habits. He spoke in assembly and the entire school enjoyed the opportunity to ask questions. He visited the fifth grades of the grammar schools because at that time they were studying South America. He spoke to the Rotary Club and the Lions Club of the town."

Another host teacher wrote, "The students of the school definitely improved their comprehension of spoken Spanish and their ability to express themselves in that language. It was a satisfaction to them to know that they can be understood and could understand the national speaking the language. Several students remarked, 'This gives a definite purpose to our study of Spanish.'"

"In addition to the interest in the language, it has also aroused interest in the people and the country. The idea of remoteness or the sense of unreality has been removed. The thought and ideals as well as the history, geography, customs of the American Republics have become very real."

The program has served, too, as a valuable means of developing inter-American relations.

"I feel that my trip has been profitable as well as pleasant," said a teacher from

Paraguay, "as I am taking back with me a lot of new ideas which I hope to be able to use in furthering the spirit of friendliness between your country and mine."

During the last 2 weeks of their stay the visitors were given an opportunity to see more of the United States. They spent some time in Boston and Cambridge, went for a glimpse of New York, and concluded their stay with several days in Washington, D. C.

A young man from Ecuador, after visiting New England, said, "We visited every historic place, receiving the best impression. No wonder American people are jealous watchers of their historic and literary shrines and of their glorious dead."

Another said, "On visiting American universities, high schools, colleges, libraries, museums, historic places, on knowing about their learned men, poets, patriots, warriors, one gets a very interesting background and it enables one to tell other people how Americans are and how they work."

In New York the visitors revised their opinion of that city. "On arriving in New York," said one, "the tourist expects to see only skyscrapers and men devoted to business everywhere. But this is not the truth. You do not see only skyscrapers and business buildings, but big temples of science, as libraries, high and public schools, colleges, universities full of men and women of all ages, and of all social classes who are trying to learn more and more to be efficient and valuable for the home and for society."

In Washington, D. C., they had a final whirl of sightseeing, posed for pictures in the patio of the Pan American Union, were guests at receptions and luncheons given by the State Department and the U. S. Office of Education. Then there was the final flurry of departure.

"I go back home," said another visiting teacher, "with a very different idea about the people of the United States. I am carrying with me a lot of new experiences as a teacher, a lot of new friends, and my deepest gratitude for the opportunity that was given me."

Many of them wrote "thank-you" notes and they continue to come. They

tell of changes these teachers have introduced into their work as a result of their study here and of promotions they have received. Now and then as a

teacher recalls his experience with us he says, like the little girl at Lexington, "This is something we will remember all of our lives."

SECONDARY EDUCATION

A State Committee Studies Its Small High Schools

Recognizing the need for continuous effort to improve the status of the State's small high schools, the California Association of Secondary School Administrators maintains a Committee¹ on the Problems of the Small High Schools. The creation of this Committee and its assignment assume first of all that there are many problems of secondary education which are peculiar to the small high schools and which could be solved by co-operative attack, planned experimentation, and by mutual exchange of ideas. But there are many other benefits which may also be derived from the organization and work of a State committee on small high schools.

Too often representatives of the larger schools dominate a State's educational organizations. Their deliberations and reports are primarily concerned with high schools located in and serving urban centers. In such cases, a State committee on small high schools can provide opportunities for the staff members of the smaller schools to get together in regional and State conferences and to plan workshops or other projects of peculiar concern to schools serving rural centers; it can help to center the attention of secondary school leaders upon the problems of these schools and upon action programs needed to overcome such problems; it can help the school authorities of a State to recognize that in the aggregate number of the pupils attending them and in the effect they have upon educational programs of a State, the "small" high school can, and does, loom large indeed.

The Committee on the Problems of Small High Schools in California consists of 6 of the outstanding principals of such schools in this State. The schools at present represented by memberships on this Committee range in enrollment from 108 to 784 and in number

of teachers employed from 8 to 35. It was organized in October 1945.

The functions of this Committee are to study the existing educational conditions within the small high schools and to call attention to the methods by which such conditions may be improved. While the great majority of the pupils of the State are enrolled in larger high schools, 217, or about one-half of the approximate 430 existing public high schools, have enrollments of fewer than 300 pupils. Eighty of these schools enroll fewer than 100 pupils, and 138 enroll fewer than 200 pupils. While it is recognized that there is little real justification for the existence of a number of these smaller schools, the geography of California is such that many of them must be maintained. So long as these schools continue, every effort must be made to provide the best possible educational opportunities for the children who attend them.

Soon after appointment, the Committee undertook to secure a report direct from the principal of each small high school on what were considered the major problems faced by the high schools of the State because of their small size and what solutions were being utilized by them to alleviate or overcome such difficulties. To secure such information, a survey blank was prepared and mailed to the 242 California high schools having enrollments of fewer than 500 pupils. Responses came from 178 of the principals, many describing in considerable detail the programs undertaken by them in their endeavor to meet modern educational standards. Other principals suggested possible solutions which would have to

¹ The Chairman of the Committee is Dr. E. H. LaFranchi. When he was appointed, he was Principal of the Union Junior-Senior High School, St. Helena, Calif. He is now Assistant Professor of Educational Administration at the University of Southern California. Dr. LaFranchi directed the study referred to in this statement and with Dr. Walter H. Gaumnitz, Specialist in Small and Rural High Schools, U. S. Office of Education, wrote this article.

be applied through State-wide action, rather than through action within an individual school. The solutions reported by the principals will be summarized in the following paragraphs under two headings: (1) Broadening Curricular Offerings, and (2) Extending Specialized Services.

Broadening Curricular Offerings

Alternation of subjects.—The alternation of subjects offered is practiced almost universally by California's high schools under 200 in enrollment. Approximately 90 percent of the schools responding in this sized group report that certain subjects are offered only every other year. Almost every subject included in the high-school curriculum was listed by one or more principals as being offered in this manner. Physics and chemistry were listed most frequently as being alternated, and the following subjects were high in the number of times listed: Advanced algebra, solid geometry, trigonometry, plane geometry, English courses, Latin, biology, Spanish, and shorthand.

Extending the school day.—The extension of the school day, both in time and in the number of periods scheduled, is practiced by many small schools. Seven- and eight-period days are commonly used as a method of making greater use of the talents of the small number of teachers on the staff.

Utilizing correspondence courses.—A relatively recent method of extending the curricular offerings is the use of supervised correspondence courses. For the past 2 years, California's State University has made available a rather comprehensive list of subjects that may be studied by high-school students through correspondence. High-school teachers supervise the study of the pupil, but otherwise the course is offered entirely under the direction of the University. The cost is nominal and may legally be met by the school district. Although such courses are offered by relatively few high schools, more and more principals are reporting the successful use of the courses, including courses in foreign language in which phonograph records are used to teach proper pronunciation.

The University reports offering a total of "85 courses in the usual high-school subjects. Approximately 120

schools are at present subscribing for our services. We are indeed pleased with the steady increase in enrollments since this service was inaugurated 2 years ago."

Utilizing part-time teachers.—Although it has been found difficult in small communities to secure the services of professionally trained persons on less than full-time basis, many small schools report the successful use of part-time teachers. They are needed chiefly in such special fields as music or physical education and are often employed jointly with the elementary schools or with neighboring high schools.

Combining classes under one teacher.—Several principals reported the successful use of combined classes, a variation of the practice of alternating courses. The second and third year classes of a foreign language, or the ninth and tenth grade of English, are combined successfully during one period under a single teacher. Typewriting students at various levels of achievement are also taught in a single class.

Securing more broadly trained teachers.—The following question was included in the survey blank: "In what ways might teachers be more adequately trained to meet the needs of your school?" The answers to the question indicated that the principals felt that the training of the teachers was too narrow. A desire was expressed to have teachers trained in more fields and to be better prepared to handle the extraclassroom activities of the school.

Teacher-training institutions might well give more attention to encouraging candidates to develop skills which would enrich the offerings of a small high school, for example: Public speaking, dramatics, debating, yearbook work, journalism, nature clubs, hobbies, photography, radio, and craft work. Other suggestions regarding teacher training which were made by the small high school principals are these: (1) Better preparation in the handling of extraclassroom activities; (2) training to understand youth better; (3) more training in use of audio-visual aids; (4) do practice teaching in small rural schools; (5) better training in guidance, counseling, testing, and marking; (6) training to participate in community affairs; (7) more training in class management; (8) combining training in vocational

fields with academic fields; (9) more practice teaching—full-time load suggested.

Most of the improvements suggested in teacher education programs for small high schools obviously would also be of value to the larger schools. But where the number of teachers is small, breadth of training becomes a "must." The problem is also one of attracting broadly trained teachers to the small high schools and retaining them. This calls for improvements in salaries offered, in the living and working conditions provided, and similar lines of attack. These improvements in turn demand school buildings and equipment better suited to the needs of rural areas, perhaps including living accommodations for the teachers, and more recognition in school finance programs and salary schedules of problems of over-coming influences due to smallness.

Providing adequate plant facilities.—The survey showed clearly that one of the major limitations to the curriculum of small high schools is the lack of proper buildings and equipment. This is particularly true in the vocational fields—phases of the curriculum in which the rural schools should be strong. Approximately one-third of the principals reporting indicated that a lack of shop facilities was considered a major plant limitation. Gymnasiums, home-making rooms, music rooms, agriculture facilities, auditoriums, cafeterias, and libraries likewise were frequently listed as being major plant limitations. Possible remedies for the building problem will be suggested in following paragraphs.

Extending Specialized Services

Small high schools are usually handicapped by not having the services of such specially trained personnel as the school nurse, physician, dental hygienist, attendance supervisor, audio-visual aids director, curriculum director, and special subject supervisors. The provision of such services is herein considered under the heading of special services.

Cooperative action by two or more school districts.—A number of small high schools have extended their special services by working cooperatively with the elementary school, or with one or more neighboring high schools. The

pecially trained person is employed to spend part-time in each of the cooperating schools, and the several districts each pay a portion of the salary involved.

Providing services through the office of the county superintendent of schools.—More common than the above-mentioned solution is the employment of specially trained persons by the office of the county superintendent of schools and their assignment to work in all the schools of the county or in those where the districts are unable to provide the services locally. Such services are now provided in varying degrees by the several California counties. Principals of the small high schools expressed a strong desire for the extension of this arrangement.

Providing services through the State Department of Education.—Some specialized services of great value to the small high schools, like those of the Division of School House Planning, have long been offered on a Statewide basis through the State Department of Education. The small high-school principals feel that similar services should be rendered in other fields, such as audio-visual aids, testing programs, and in the supervision of special subjects. The only field in which adequate State-wide supervision is now provided for some of the small high schools is in vocational agriculture.

General Problems and Possible Solutions

Many of the problems of the small high school would obviously disappear if such high schools could be consolidated with others, or entirely abandoned, and secondary school services for sparsely settled areas provided in the larger schools remaining. There are, however, definite limits to such a solution. Every youth within such an area should have an opportunity to get a high-school education. Small high schools, despite their handicaps, do provide such an opportunity to many. Indeed, there is evidence to show that as the distances to the high schools increase, their holding power decreases. Moreover, if maximum efforts were made to plan the programs and schedules of these schools more carefully, to

make the most of the staff and community resources available, and to implement these resources through aids provided on county or State bases, the services of the small high schools could be very greatly improved.

Many of the major improvements in the services of such schools were found by California's Committee on the Problems of the Small High Schools to depend, to a large extent, upon changes in the county or State plans and policies concerned with such schools. A few of the changes which need to be effected are suggested herewith: (1) Increase the size of administrative units so as to include at least (a) one high school which provides instruction through grade 14 and, perhaps, other area-wide programs of vocational and adult education, and (b) as many elementary and junior high schools as may be needed to make all levels of education readily available, within reasonable distances, to children of all ages; (2) provide specialized school buildings and facilities, geared to the needs of a modern program of secondary education and made available to all youth of the entire area to be served, including specialized

schools, health education rooms and facilities, a variety of laboratories, many types of shops, an auditorium and other community center facilities, teacherages and dormitories, libraries and audio-visual aids planned on an area-wide basis, school maintenance equipment, etc.; and (3) provide special State and county grants to help in procuring and maintaining such specialized buildings and equipment and to defray other unusual costs due to unavoidable smallness of rural high schools, such as transportation costs, high per capita costs of instruction due to low pupil-teacher ratios and high per capita costs for specialized instructors and supervisors. It is unrealistic to think that all of the essential features of a modern program of secondary education can be provided in the more sparsely populated areas as cheaply as they can be provided in the urban centers; it is unfair to place rural youth at a disadvantage, educationally, because of their place of birth or because the essential educational services are hard to supply. The right to an equal opportunity is too near the heart of the American way of life to permit such fundamental disadvantages.

HIGH SCHOOL ATTENDANCE AND FAMILY INCOME

by Grace S. Wright, Research Assistant, Secondary Education Division

According to U. S. Bureau of the Census estimates of school attendance as of October 1946, 92.8 percent of the 14- to 15-year-old group and 66.6 percent of the 16- to 17-year-old group were attending school. For the first group, this is slightly better than the 1940 census figures which showed that 90 percent of the 14- to 15-year-old group were in school; but for the 16- to 17-year-old group the estimates show a decrease, since 68.7 percent of this group were in school in 1940.

Work opportunities for youth 16 and 17 years old during and immediately following the war may be the chief cause of the 2-percent decrease. But what of the 31.3 percent who were not in school in 1940? It is recognized that many factors contribute to keep these and children in other age groups from at-

tending school. Numerous studies which have been made of why pupils leave school point to the importance of the economic factor. For example, during the operation of the CCC Camps a Special Committee on Education¹ interviewed enrollees of the Corps in the various camps it visited to learn why these youth had dropped out of school. "Had to go to work," "Failed—didn't like it," "Wanted to work," accounted for 78 percent of the responses. The reason most often given was "Had to go to work" (36%). This is in agreement with the findings of the study, made by the American Council on Education,² of

¹ Report of the Special Committee on Education in the Civilian Conservation Corps. Washington, D. C. January 1939. Unpublished.

² Bell, Howard M. *Youth Tell Their Story*. Washington, D. C., American Council on Education, 1938.

conditions and attitudes of Maryland young people between the ages of 16 and 24. This study reported that 34 percent of the youth left school because of "lack of family funds."

Our "free" public schools are free in that there is, in most cases, no tuition which a child must pay to attend. But the high-school student may need money each day for such items as transportation and lunch. He must have funds recurrently for gym, locker, and laboratory fees, as well as for school supplies, school publications, activities, and sometimes textbooks. Extra clothes needed by the high-school youngster make up a not inconsiderable portion of the essential budget. Hand³ found the annual cash cost of going to high school to be \$125. He reported that expenditures by children of different welfare levels ranged from \$54 and \$52 for those with unskilled and semi-skilled parents to \$154 for children of parents in the professional class. He states as his opinion that students on the lowest welfare levels are discouraged from continuing high school. "Coming as they do from homes with family incomes for the most part in the lower third of the income distribution, they simply cannot maintain a social status anywhere nearly approximating that of the more fortunately born students."

Jacobson⁴ reported the average expenditure for 19,459 students who participated in a survey of student expenditures conducted under NYA auspices in 134 high schools in 29 States to be \$81.96. Averages for each of the 4 grades were as follows:

Grade:	
9	\$62.96
10	69.32
11	88.16
12	109.14

"Such a progression in expenditures checks with observation," Jacobson states. "Expenses do increase as students progress through school. Those who cannot conveniently 'pay their way' tend to drop out of school and to that extent reduce the democratizing function of the 'free American high school' and increase the expenditures made by students in the upper years."

Like Hand, Jacobson found a variation in expenditures according to occupational levels of parents. These differences ranged from an average of \$69.19

for children of the unemployed and unemployable to an average of \$96.54 for children of professional workers. He concludes that the data presented in this study "cast some light on why some youth continue and others do not. Some families can 'pay the bill'; others cannot. For well-to-do families the expenditure of \$82 a year by a boy or girl enrolled in the high school is a small matter. For the average family with an income of \$1,800 or less the expenditure of \$82 for one or more children is a serious matter. For those with annual incomes of less than \$800 such expenditures are impossible."

In a similar study made in Indiana⁵ it was found that urban pupils spent slightly more than rural pupils, and that this additional amount was usually for carfare. The weekly average for all pupils was \$2.79. Averages by grades were: Ninth grade, \$1.95; tenth grade, \$2.48; eleventh grade, \$2.97; and twelfth grade, \$3.68. These averages, if computed on a yearly basis for a school term of 34 weeks, will be found to be somewhat higher than the averages in the national cost study. Each pupil spent the greatest average amount of money per week for clothing, lunches, miscellaneous items, school supplies, and carfare. This is the order of expenditures reported in the national study except for the last two items which were reversed. As in other similar studies, expenditures differed according to occupational classification of parents, and ranged from a weekly average of \$1.76 for the farm group and \$2.34 for the unemployable to \$3.22 for the professional and \$3.59 for the clerical groups.

In the volume entitled *Who Shall Be Educated?*⁶ reference is made to such studies as that of the American Youth Commission⁷ to support the theory that youth of equal intellectual ability do not have equal educational opportunity. Evidence is given to indicate that the economic factor rather than a lack of interest in continuing school is responsible for failure of intellectually able students to complete their high-school education:

There are three lines of evidence which indicate that children at the lower economic levels do not have all the educational opportunity they or their parents desire. One is the frequency with which "lack of money" is

given as a reason for quitting school. Another is the sharp increase in college and high-school enrollment that came with the establishing of the National Youth Administration student-aid program in 1935. A third is that there is a substantial out-of-pocket cost attached to attendance at a "free" high school. . . . Students can go to school and spend little or no money. But they are then barred from many of the school activities; they cannot even take regular laboratory courses, and they must go around in what is to high-school youngsters the supremely embarrassing condition of having no change to rattle in their pockets, no money to contribute to a party, no possibility of being independent in their dealings with their friends.

Additional Evidence from Census Bureau

In his 1935-36 study of 681,138 white urban youth, Karpinos⁸ found that school attendance increases markedly with increase in family income. For the 16- to 17-year-old group this increase was from 65 percent in families whose income was less than \$1,000 to 88.3 percent for those with incomes of \$3,000 and over.

The U. S. Bureau of the Census report entitled "Educational Attainment of Children by Rental Value of Home"⁹ provides additional evidence of the relationship existing between high-school attendance and economic status of the family. This document, which is based upon tabulations of a 5-percent sample of the census returns taken as of April 1, 1940, presents statistics on education completed by urban and rural nonfarm youth 7-17 years of age cross-classified

³ Hand, Harold C. *America Must Have Genuinely Democratic High Schools*. In *General Education in the American High School*. Chicago, Scott Foresman and Co., 1942. p. 3-42.

⁴ Jacobson, Paul B. *The Cost of Attending High School*. Bulletin of the National Association of Secondary-School Principals, 28: 3-28, January 1944.

⁵ Indiana. Department of Public Instruction. *Indiana Boys and Girls Report Their Cash Expenditures, Income, and Hours of Employment While Attending High School*. By J. Fred Murphy. Indianapolis, The Department, 1944. 34 p. (Research Bulletin No. 9.)

⁶ Warner, W. Lloyd, Havighurst, Robert J., and Loeb, Martin B. *Who Shall Be Educated?* New York, Harper and Bros., 1944. p. 50-54.

⁷ Updegraff, Harlan. *Inventory of Youth in Pennsylvania*. Washington, American Youth Commission, American Council on Education, 1936. Mimeog. (Of 910 pupils with IQ's of 110 or above, 93 percent in the above-average socio-economic group and 72 percent of those in the below-average socio-economic group graduated from high school.)

⁸ Karpinos, Bernard D. *School Attendance as Affected by Prevailing Socio-Economic Factors*. School Review, 51: 39-49, January 1943.

⁹ U. S. Bureau of the Census. *Educational Attainment of Children by Rental Value of Home*. Washington, D. C., U. S. Government Printing Office, 1945. 50 p. (16th Census of the United States, 1940. Population. Education.)

with rental value of home. The chart on page 9 uses the data in this report to show the percentages of 17-year-old youth who have completed 1 year or more of high school, distributed according to the rental value of the homes from which they came. Selection of 1 year of high school as the basic consideration, rather than 2 or 3 years, is an attempt to rule out the factor of normal retardation of 1 or 2 years. Extreme retardation as represented by youth of 17 who are in the ninth or earlier grades is, of course, still an element, though a minor one.

Assuming that rental value of home is a general index of income status, the economic factor is seen to have a definite relationship to continuation of a child into the high-school grades. The continuous increase in the percentage of youth in school with the rise of economic status would seem to indicate that family funds are a determiner of high-school attendance. The fact that the lines do not cross or coincide but maintain a certain distance at all economic levels shows that factors other than economic status are operating to keep some youth out of school. Possibly the fact that for the whites school attendance is more of a tradition than it is for the Negroes accounts for some greater attendance among the former. In this connection it is interesting to note that the 75 percent mark is reached by each group in a different rental bracket, or economic classification: White girls, \$10-\$14; white boys, \$15-\$19; Negro girls, \$20-\$29; and Negro boys \$30-\$49.

The rapid rise in the percentages, from the lowest level to the \$10-\$14 rental bracket for white youth and to the \$15-\$19 rental bracket for Negro youth, reveals the seriousness of the effect of lack of funds. The Census Bureau's tabulations show that the lowest categories include a considerable proportion of the entire population of high-school age. Of a total of 6,051,080 white and 549,200 Negro boys and girls 14-17 years of age, inclusive, distributed according to the rental value of the homes in which they lived, 18 percent were in homes whose monthly rental value was less than \$10; 30 percent were in homes having a monthly rental value of less than \$15; and 43 percent were in homes in the less-than-\$20 monthly rental class.

The Bureau of Labor Statistics in its

March 1940 estimate of cost of living for a manual worker's family of 4 persons, at maintenance level in 33 large cities, which was based on the consumption pattern set up by the Works Progress Administration in 1935, made an allowance of \$22.60 monthly for housing. This allowance provided for a 4- or 5-room-and-bath apartment or house, in a fair state of repair, for the family's exclusive use. Although the "maintenance" budget was not designed to be as liberal "as that for a 'health and decency' level which the skilled worker may hope to obtain, it affords more than 'minimum of subsistence' living."¹⁰ In some sections of the country, in 1940, the family living on this budget, totaling \$1,393, was in a position to provide the average of funds necessary for attendance at public high school of 1 or 2 children; in other sections, children attending high school were necessarily restricted in their spending to less than the average of \$81.96, as given by Jacobson.⁴ For families in the under-\$20 monthly rental brackets, which comprised 43 percent of all urban and rural nonfarm children of high school age in 1940, expenditures beyond the minimums required for school supplies and special school fees would seem to have been prohibitive; and for nearly half of this group—18 percent in the under-\$10 rental bracket—even such small items, no doubt, presented a real problem.

Further confirmation of the conclusion that, during recent years including 1944, there were large percentages of children in families whose income is below "maintenance" budget standards and who thus probably lack adequate funds for high-school attendance is furnished through reference to the following tables which are based upon findings of the Bureau of Labor Statistics.^{10 11}

It is believed that the 43 percent of the nonfarm youth 14-17 in the below "maintenance" level brackets in 1940 compares very well with the 36 percent of nonfarm families having less than a

¹⁰ Williams, Faith, and Keohane, Mary P. *The American Standard of Living. Earning and Spending Our Money.* Analysis by Faith Williams; Teaching Aids by Mary P. Keohane. Washington, D. C., National Council for the Social Studies, National Association of Secondary-School Principals, 1944. 60 p. (Problems in American Life: Unit No. 19.)

¹¹ U. S. Bureau of Labor Statistics. *Expenditures and Savings of City Families in 1944.* Washington, D. C., U. S. Department of Labor Monthly Labor Review, January 1946. 9 p. (Serial No. R.1818.)

Table 1.—Percentage Distribution of Families¹ by Money Income

Net money income	1935-36		1941		1944 city ²
	Non-farm ³	Farm	Non-farm ³	Farm	
0 to \$499	14	51	8	32	4.2
\$500 to \$999	26	28	14	25	7.7
\$1,000 to \$1,499	23	11	16	15	7.1
\$1,500 to \$1,999	15	5	16	11	11.9
\$2,000 to \$2,999	13	3	27	9	27.1
\$3,000 to \$4,999	6	1	13	6	20.5
\$5,000 and over	3	1	6	—	12.5

¹ Includes families of 2 or more persons and single consumers not members of families.

² Includes city families and rural nonfarm families.

³ Includes cities of 2,500 population and above.

Table 2.—Median Family Incomes, Cost-of-Living Budgets, and Percentage¹ of Families With Incomes Below Cost-of-Living Budgets

Item	1935-36		1941		1944 city (after taxes)
	Non-farm	Farm	Non-farm	Farm	
Median income	\$1,214	\$494	\$1,875	\$860	\$2,700
Cost-of-living budget	\$1,350	\$790	\$1,461	\$857	\$1,950
Percent of incomes below cost-of-living budgets	57	72	36	50	29

¹ Because of the skewness in the distributions the cost-of-living points were obtained through an arbitrary method involving the redistribution within a step to correspond with the observed skewness in the distribution.

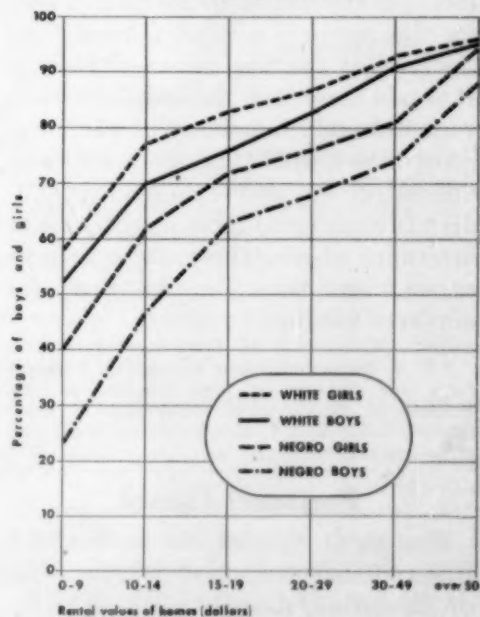
² "Maintenance" budget for family of 4.

³ Average based upon Farm Security Administration's estimates of minimum requirements for family of 5 in the various regions as reported in *The American Standard of Living*. The figure includes the value of home-produced food and fuel and shelter.

⁴ Estimated.

⁵ "Break-even" point computed by Bureau of Labor Statistics for family of 3.

School Level Attained in Relation to Economic Index



Percentage of native white and Negro boys and girls living in urban and rural nonfarm areas, 17 years of age in April 1940, who had completed at least 1 year of high school, in relation to monthly rental value of home.

"maintenance" income for 1941, when it is considered that within the families in this 36 percent of the population there are proportionately more children than in the remaining 64 percent of the families and that the 1941 figure no doubt reflects the increase in employment and in salaries which came with the acceleration of the defense program in 1941. The war years, of course, brought not only higher salaries but employment of more than one member of the family in many instances.¹¹ Unless this latter condition continues the percentage of families in the below-maintenance or break-even levels of income in 1944 cannot be taken as typical of normal economic status of the population and is therefore not as indicative of the number of families in need of financial assistance in order to send their children to high school as is the 1941 figure of 36 percent.

The only conclusions which may be drawn from these data concerning the ability of farm families to send their children to high school are very general ones. The income reported covers only money received and does not include the value of home-produced food, fuel, and shelter as does the cost-of-living budget. The addition of the money value of these items would increase the income by about 70 percent.¹² While this addition raises the general economic level of the farm family, it is partially offset by the fact that the cost-of-living budget used for this group is distinctly lower than the level of the "maintenance" budget. It would seem then that while there is very definitely a portion of the farm group which would find it economically difficult, or impossible, to send its children to high school, it is not possible to determine whether this group is as large as, or larger than, the like group for nonfarm families.

¹¹ U. S. Bureau of Labor Statistics. *Expenditures and Savings of City Families in 1944*. Washington, D. C., U. S. Department of Labor Monthly Labor Review, January 1946. 9 p. (Serial No. R.1818.)

Personnel Change

Francis G. Cornell, formerly Chief, Research and Statistical Service, Office of Education, recently resigned to accept the position of Educational Expert for the Senate Committee on Labor and Public Welfare. Dr. Cornell had been connected with the Office since 1940.

National Committee Dissolves

The Executive Committee of the National Committee on Coordination in Secondary Education which met in Atlantic City on March 3, 1947, after hearing the results of an opinion poll which had been circulated to the membership, voted to discontinue the organization. In doing so the Committee took a unique action; for, while many organizations strive to perpetuate themselves, there are not many illustrations of voluntary dissolution. The Committee decided to return the unexpended balance of its funds on a prorated basis to the organizations which supported it during its existence.

The National Committee was organized in 1925 by representatives of various educational organizations interested in research; the enterprise at that time was named The National Committee on Research in Secondary Education. Charter members were national organizations representing secondary school principals, college teachers, registrars, State high-school supervisors, as well as regional associations of colleges and secondary schools. Later other organizations interested in research programs were added to the membership, each organization being asked to name one representative on the Committee. There was also established a membership at large consisting first of 24 elected members, then 30, and finally 36. In 1938 the name and some of the emphasis in the organization were changed; the new name was The National Committee on Coordination in Secondary Education.

Most Recognized Leaders Were Members

The membership, both organizational and at large, through the years included most of the recognized leaders in secondary education in the United States. The Chairmen of the Committee have been in order of the dates of their service: J. B. Edmonson, E. J. Ashbaugh, Francis T. Spaulding, E. D. Grizzell, and Will French.

The U. S. Office of Education was active in organizing the original Committee, in setting up its purposes, and in facilitating its activities. Those activities were aimed at stimulating

and coordinating research in the field of secondary education.

In the earlier years of its existence the Committee engaged directly in the production of research studies in secondary education, carried on chiefly by subcommittees or under the direction of subcommittees. In this way several important studies were produced and the need for others was revealed. While the Committee did not stop making studies of its own, it later changed the major emphasis of its endeavor to center more upon the stimulation and coordination of research studies and less upon the actual making of them.

The Committee was in the forefront of promotion of such undertakings as the National Survey of Secondary Education, the Tercentenary Celebration of Secondary Education with its emphasis upon State histories of high-school development, Youth Studies of the depression period, and the Cooperative Study of Secondary School Standards. It produced such significant reports as *The Education of Gifted Children in Secondary Schools* and *The Relationship of the Federal Government to the Education of Youth of Secondary School Age*.

Blazed New Trails

The National Committee on Coordination in Secondary Education was a pioneering, frontier sort of agency which blazed new trails in research at a time when research was establishing itself as a force in American education. In keeping with its ideal of unselfish service, the Committee had no set specific program which it followed through the years; it had many programs. Having no operational program, it never sought extensive financial support for itself; such funds as it used (about \$3,600 during its 22 years of existence) were secured by grants from its constituent organizations. It maintained active interest in enterprises which it was instrumental in starting, but it had no feeling of proprietorship about them; consequently, it was always willing to relinquish any project which it had begun to any agency which displayed the interest and competence necessary for carrying the undertaking to successful completion.

The Committee had no meetings during the war years. With the resumption of activities of the older organizations and committees in secondary education and the establishment of several new ones, the thought of many members was that the National Committee on Coordination in Secondary Education probably was not so necessary now as it had been in times when educational research was less well rooted. True to the ideal of unselfish service, nonproprietaryship, and nonduplication, the membership, characteristically, declared the Committee out of existence as soon as it believed that other agencies were adequately ready to carry on the functions of stimulating large programs in secondary education.

Control of High-School Contests

A problem of growing importance to school administrators, especially to high-school principals, is the eagerness of various organizations to sponsor many types of pupil contests—essay, short story, debate, oratory, science experimentation, music, art, scrap collections, thrift, livestock production, etc. Teachers have long recognized that instruction which is closely related to real-life problems and activities is infinitely more effective than that which is limited largely to the classroom, academic subjects, and textbooks. Generally, high-school contests have been found to fit very well with the hobby interests of youth and they have often revealed and developed latent talent. Many a youth can trace to a school contest a new and compelling sense of direction in educational planning and choice of vocation.

Organizations sponsoring high-school contests do so for many reasons and in many ways. Some of them are genuinely interested in the educational development of youth and in the discovery of youthful talent; others have questionable purposes, sometimes openly venal. Some contests proposed are local; winning them results in the winner's approbation by his fellows, a trophy for his school, or acclaim in the local press. Others are State-wide or Nation-wide, frequently entailing trips away from home and run-off contests on progressively higher levels. Contests

of the latter type sometimes assume large proportions in time consumed, in costs or cash awards involved, and in mental and physical strain.

The school authorities—usually the high-school principal and his staff—must decide which high-school contests are good and should be fostered and which are bad and should be denied a place in the school program. This has often imposed upon them a very difficult task. It was not always readily apparent (1) what the educational results, either good or bad, would be, (2) what the real motives actuating the sponsors were, and (3) what would be the time and energy demands of a proposed contest upon the pupils and teachers involved. Moreover, sometimes subtle pressures developed to further obscure the situation. Obviously, the problem needed study; criteria for evaluating and controlling the various contest proposals needed to be devised.

The importance of this problem has long been recognized. Recently, considerable progress has been made toward the development of ways and means to deal with it. About 5 years ago the National Association of Secondary-School Principals appointed a National Contest Committee, whose function it became to examine and recommend those contests which sought Nation-wide entrance to the high schools and which merited approval. An important by-product of the work of that Committee is the development of similar State committees to deal with contests seeking local or State-wide recognition. According to reports, State contest committees are now active in Connecticut, Georgia, Michigan, Minnesota, Ohio, and West Virginia.

Some paragraphs from a recent report coming to the U. S. Office of Education from Minnesota will illustrate the purpose and activities of such a State contest committee:

During the past few years the number of organizations attempting to conduct contests within the high schools has increased tremendously. Each of these contests places an added burden upon the school. In an attempt to control this movement, the Minnesota Association of Secondary-School Principals appointed a committee (in the fall of 1946) to study and evaluate the various contests which the principals of the

State are asked to conduct in their high schools.

The committee had four purposes: (1) to develop criteria for evaluating the contests to be conducted on a State level, (2) to evaluate those contests whose sponsors have applied for committee approval, (3) to approve or withhold approval of the contest applications, (4) to notify high-school principals who are members of the Association by Sept. 1, 1947, of the contests that have been approved.

Criteria To Be Used in Evaluating Contests

1. The objectives of the contest should be worthy to the extent that the educational values to the student outweigh the direct or implied advantages to the sponsor.

2. The contest should not be used as an advertising medium by the sponsor.

3. The contest should be related to and stimulate the accepted educational program of the school.

4. The contest should not put an undue burden upon members of the staff.

5. The contest should be largely philanthropic in nature. The prizes should be adequate in amount, spread, and have real value, such as scholarships to member institutions of recognized accrediting agencies.

6. The contest should be well planned and efficiently administered. The efforts of the contestants should be carefully evaluated by competent judges.

7. The contest should not require more than one student to be selected if travel is required to attend a national or inter-State contest.

8. The subject of an essay or speech should be neither controversial nor strictly sectarian.

9. The organization sponsoring the contest must be engaged in a worthy and generally acceptable enterprise regardless of the kind or character of prizes offered or subject of essay or contest.

10. The contest must meet the standards of Criterion 4-F of the North Central Association of Secondary Schools and Colleges.

11. There should be no strings attached to the prizes of the contest that will obligate the student or the school.

12. The sponsors of the contest should make application for approval of the contest in the manner designated by the committee by June 30 prior to the school year in which the contest is to be held.

The committee also developed an application blank on which each organization seeking approval for a given

contest to be held by the high schools is asked to supply the following types of information: (1) Beginning and closing dates of contest, (2) brief description of significant characteristics, (3) chief purposes, (4) how winners are to be selected, (5) who will be the judges, (6) nature and value of awards, and (7) conditions to which school must agree in order to participate in the contest.

The plan for controlling high-school contests evolved by the committee has been approved by the Minnesota Association of Secondary-School Principals and is now in operation. The schools of that State will now have competent guidance, as well as effective controls, for dealing with problems growing out of the use of proposed contests; the sponsors will not only know the rules to which school contests must conform but the State committee will be in a position to give helpful suggestions on the development of this important educational medium with a view to maximum benefit to the contestants.

Elected National Association President

Galen Jones, Director of the Division of Secondary Education, U. S. Office of Education, was elected president for the current year, of the National Association of Secondary-School Principals at its thirty-first annual convention recently held in Atlantic City, N. J.

Other officers elected or re-elected are: Clarence E. Blume, principal, Central High School, Minneapolis, Minn., as first vice president; W. E. Buckey, principal, Fairmount High School, Fairmount, W. Va., second vice president; and Paul E. Elicker, executive secretary of the association.

Dr. Jones has served with the Office of Education in his present capacity since late in 1945. Prior to that time he was principal of the East Orange High School, East Orange, N. J., for 3 years. His whole career has been identified with secondary school administration.

LIBRARY SERVICES

Librarianship Conferences and Workshops This Summer

**Nora E. Beust, Specialist,
School and Children's
Libraries**

Conferences or workshops have been planned by State Supervisors of School Libraries, Secretaries of Library Commissions, and librarians associated with training agencies from 24 States. One-day district or regional meetings are types of conferences held in Maine, Minnesota, Nebraska, and Wisconsin for librarians-in-service, principally in small public libraries. Michigan will hold a similar type of conference for a period of 4 days, and an outing will be added, as the meetings are to be held at resorts. Alabama is to have the same type of conference at the University of Alabama for untrained librarians of small public libraries. Kansas, Massachusetts, Vermont, and Wisconsin will each have a 1-week's in-service institute.

One institute for county librarians was reported. This is to be held for 1 day at State College, Pa. Two institutes or workshops were reported for children's librarians, one in Kenosha, Wis., and the other at the University of Chicago.

The new standards of the North Central Association of Colleges and Secondary Schools are in part the cause for holding a 6-weeks' institute for teacher-librarians announced by the University of Denver School of Education and the College of Librarianship. The standards require that the teacher-librarian in secondary schools with an enrollment of less than 200 students have 6 semester hours of library science before September 1947.

The training of school librarians in the Southern States has been given an added impetus by subsidies from the General Education Board. Louisiana State University, North Texas State Teachers College at Denton, Prairie View University in Texas, Georgia State College for Women at Milledgeville, Winthrop College, South Carolina, Appalachian State Teachers Col-

lege, North Carolina, and North Carolina College for Negroes are a few of the institutions making special offerings for school librarians.

Following is a list of meetings, conferences, and workshops, reported to the U. S. Office of Education, which will be held after June 1. (Some conferences reported for Indiana, Maine, Minnesota, Nebraska, Pennsylvania, South Carolina, Virginia, and Wisconsin were held in April or May and are not listed here):

The American Library Association announces these national meetings:

University of California, June 26-27. (For library extension workers.) Address: Thelma Reid, California State Library, Sacramento, Calif.

San Francisco, Calif., June 29. (For Audio-Visual Film Committee and other interested librarians.) Address: Mrs. Aubry Lee Graham, Library of Congress, Washington, D. C.

San Francisco, Calif., June 30-July 4. (For administrators interested in library architecture and building planning.) Address: Ernest I. Miller, Detroit Public Library, 5201 Woodward Ave., Detroit 2, Mich.

Locations and dates of State conferences and workshops follow. Additional information may be secured by writing to the individuals indicated.

Alabama

University of Alabama, early in July. (For untrained public librarians and library board members.) Address: Mrs. Lois Rainer Green, Public Library Service Division, Montgomery 2, Ala.

Arkansas

Agricultural, Mechanical, and Normal College, Pine Bluff, June 2-21; University of Arkansas, Fayetteville, July 23-August 9. (For school librarians.) Address: Leta Sowder, State Library Commission, Little Rock.

Colorado

University of Denver, June 16-July 25. (For teacher-librarians.) Address: Harriet E. Howe, University of Denver, Denver 2.

Connecticut

New Haven State Teachers College, June 30-July 18. (For school librarians.) Address: Alice Thompson, Teachers College, New Haven.

Georgia

Georgia State College for Women, June 12-July 22. (For teacher-librarians.) Address: Austelle Adams, Georgia State College for Women, Milledgeville.

Illinois

University of Chicago, August 11-16. (For children's and young people's librarians.) Address: Clarence H. Faust, University of Chicago, Chicago 37.

Kansas

State Teachers College, Emporia, first week in June. (For public and school librarians.) Address: Evelyn Elliott, State Teachers College, Emporia.

Louisiana

Louisiana State University, July 28-August 9. (For trained school librarians.) Address: Mrs. Florinell F. Morton, Louisiana State University, Baton Rouge.

Location and time not fixed. (For administrators with heads of departments and custodians.) Address: Essae Martha Culver, Louisiana State Library, Baton Rouge.

Maine

Houlton, July 16. (For public librarians.) Address: Theresa C. Stuart, Maine State Library, Augusta.

Massachusetts

Simmons College, July 7-11. (For public librarians of small towns.) Address: Catharine M. Yerxa, Department of Education, 200 Newbury Street, Boston 16.

Michigan

Waldenwoods near Howell, June 2-6; Camp Shaw near Chatham, June 23-27; Higgins Lake near Roscommon, July 7-11; Clear Lake Camp near Dowling, August 25-29. (For public librarians in communities of less than 5,000, and other interested librarians.)

Waldenwoods near Howell, September 26-28. (For teacher-librarians and librarians of small schools.)

Address: Irving Lieberman, Michigan State Library, Lansing 13, Mich., for information concerning these Michigan conferences.

Mississippi

Location and time not fixed. (For school and public librarians.) Address: Mrs. Eunice Eley, State Library Commission, Jackson.

New Jersey

New Jersey College for Women, June 29-July 7. (For librarians interested in personnel problems.) Address: Ethel Marion Fair, New Jersey College for Women, New Brunswick.

New York

Albany (Chancellor's Hall), June. (For library trustees, administrators, and public officials.) Address: L. Marion Moshier, The University of the State of New York, The New York State Library, Albany 1.

New York State Teachers College, Geneseo, July 24-27. (For trained and experienced school librarians.) Address: Neil C. Van Deusen, State Teachers College, Geneseo.

North Carolina

Appalachian State Teachers College, Aug. 5-9; North Carolina College for Negroes, Durham, July 22-26. (For school librarians.) Address: Mrs. Mary Peacock Douglas, State Department of Public Instruction, Raleigh.

Pennsylvania

Pennsylvania State College, July 24. (For county librarians.) Address: Alfred Decker Keator, State Department of Public Instruction, Harrisburg.

South Carolina

Winthrop College, July 14-August 2. (For teachers and teacher-librarians.) Address: Mrs. Frances Lander Spain, Winthrop College, Rock Hill, S. C.

Texas

North Texas State Teachers College, June 3-July 15. (For school librarians.) Address: Arthur M. Sampley, North Texas State Teachers College, Denton.

Prairie View University, June 2-July 6. (For librarians of small high schools.) Address: O. J. Baker, Prairie View University, Prairie View.

Vermont

Place not fixed, July. (For school and public librarians.) Address: Dorothy Randolph, State Free Public Library Commission, Montpelier.

Wisconsin

State Teachers College, Eau Claire, June 8-13. (For librarians of small public libraries and of school libraries.)

Northern Baptist Assembly, Green Lake, June 1-6. (For librarians of small school and public libraries.) Address: Jennie T. Schrage, Wisconsin Free Library Commission, Madison, for information on these Wisconsin conferences.

Library Leadership Workshop

The fourth library-planning conference of the library committee of the Southern Association of Colleges and Secondary Schools was held at the Florida State College for Women at Tallahassee in March. It was organized as a library leadership workshop under the direction of Sara M. Krentzman of the college. The participants were State school library supervisors and library service teachers in the Southern States who are planning summer workshops or courses in library services that will use workshop techniques. Members of the State Department of Education in Florida, members of the college staff, and a representative of the U. S. Office of Education, Nora Beust, specialist in school and

children's libraries, served as consultants.

The program of the week began with a series of talks by Doak S. Campbell, president of the Florida State College and president of the Southern Association for Colleges and Secondary Schools, Colin English, State superintendent of education in Florida, Louis Shores, director of the Division of Library Training and Service at the College, and Louise Richardson, the College librarian. A panel discussion on workshop techniques was next on the agenda with Hugh Waskom speaking on "Principles of Learning which Workshops Recognize;" Dora Skipper on "Workshops: Definitions;" J. B. Culpepper on "Living in a Workshop," and W. T. Edwards on "Workshops: An Evaluation." The panel was followed by a general discussion and election of a general planning committee.

At another session several of the participants were asked to share significant workshop experiences with the group. The conference then elected to divide itself into three sections to study and later to write a brief report on guiding principles and procedures as follows: Preplanning for workshops including a consideration of facilities, organization, evaluation, and follow-up activities of the workshop.

Each of the State supervisors of school libraries was given an opportunity to tell of the tentative plans that he had made with the library training agencies in his State. The plans were principally concerned with the training of recipients of General Education Board scholarships in the program for improved library service.

Library Services and Visual Aids Discussed

During the recent meetings of the Tennessee Education Association held in Nashville, the Library Section met in joint session with the Audio-Visual Education Section to consider the problem of library services and visual aids. Both directors of audio-visual education and librarians participated in the panel discussion.

Among the subjects suggested by the audience for consideration were: Sources of audio-visual materials; re-

sponsibility of librarians for the audio-visual program; better use of materials, e. g., how to make use of films as an informational feature rather than as entertainment; types of materials most useful in the classroom; care of materials, e. g., cataloging, storage, etc.; production of materials; relation of other teaching materials to audio-visual materials; evaluation of materials—How? When? Who?

In her summary of the discussion, Frances Henne of the University of Chicago, a member of the panel, made in substance the following points:

1. The educational objectives of the curriculum should determine the types of material used.

2. Schools today are tending to use more audio-visual aids in their programs, but they are starting such use on a modest scale. It was the consensus that a school should build up its own collections of audio-visual materials, except in the case of films.

3. The unit of service for the material is determined by the situation prevailing in an individual school, county, or region.

4. Different programs and patterns of audio-visual service exist in the schools. The important thing for librarians, however, is that they have such materials available. The procedures and ways by which they make them available are relatively unimportant.

Preceding the panel discussion, two films were shown: *Books and People—the Wealth Within*, recently produced under the direction of Lois Rainer Green of the Alabama Public Library Service Division, and *Know Your Library*.

Training Laboratory

In a recent issue of its *N P L News*, the Public Library of Newark, N. J., announced its plans for a training laboratory to provide basic instruction for its new junior library clerks and assistants.

The laboratory is to be housed in the central building of Newark Public Library and will be equipped with books discarded from the collection, shelves, and a mock charging and receiving desk. Instructional materials are being prepared showing the service routines of the library system.

When the training laboratory is in operation, new clerks and assistants will be given preliminary instruction in their duties before reporting to regular work assignments. Provision will be made in the Newark library system also for retraining employees at the discretion of the library supervisor or department head.

Memorial Bookshelf

In common with similar postwar projects of other libraries, a memorial bookshelf has been instituted in Reading, Pa., Public Library, according to its *Forty-eighth Annual Report for the Year Ending December 31, 1946*. Books have been added with contributions in cash from individuals and women's clubs. In each book has been placed a special memorial bookplate bearing both the names of the donor and the person memorialized.

Significance of Recent Children's Books

At the South Carolina Education Association meeting in March, the department of librarians discussed the significance of recent children's books for boys and girls of today.

Nora Beust, specialist for school and children's libraries in the U. S. Office of Education, brought to the conference a representative group of books to illustrate types that meet the approval of educators and are also enjoyed by children. The timeliness of the materials in relation to activities in the home and community as well as happenings abroad indicates the appropriateness of available books for enriching the child's experiences.

Boston Library's Service to Labor

As part of its union-management agreement, Bakery Workers' Union, Local 20, has obtained the right to have a deposit of library books on company property, according to a recent issue of *The Union Librarian*, a bimonthly publication of Boston Public Library, for the information and convenience of trade-unions. The agreement also provides for book lockers and wall space

for poster displays. The release states that books are issued by local union officials during lunch and rest periods of both the day and night shifts.

On the Air for 14 Years

Cleveland Public Library has been on the air for 14 years, according to a recent issue of *News and Views*, published by the Cleveland Public Library Workers Association.

The first radio program of the library, entitled "Everyman's Treasure Home," was presented in 1933 over station WTAM and was confined to a weekly review of books, information, and library services. Since 1944, a regular Saturday broadcast has been carried describing the activities of the main library, branches, and youth department of Cleveland Public Library. The last program of the month is a "Book Quiz," which was instituted in 1941.

For the past 3 years, Cleveland Public Library has presented a weekly radio series, now entitled "Great Books," reviewing the world's outstanding literature.

Teacher-Librarian Interaction

The third annual School Library Institute of the Marywood College (Scranton, Pa.) department of librarianship, held in February, had for its major purpose the discussion of methods of interaction between the closely allied fields of the teacher and the librarian.

Discussions indicated that the library, traditional stronghold of the printed word, may soon house more than books, since it is a central place for information and materials and can easily be utilized in the event that a school has no separate audio-visual department.

During the course of the sessions, reading for young people on international matters was suggested, and a special meeting was held for school administrators who wished to map out a program of improvement for their school libraries.

Operating Expenditures

The following table is designed to indicate the amount and percent of operating expenditures (by major ac-

Amount and Percent of Operating Expenditures by Major Accounts of Public Library Systems in Cities of 25,000 Population and Over, 1944-45

City population group	Population of area served (1940 census)	Number of city library systems		Library expenditures (excluding capital outlay)								
				Total		Library staff salaries		Books, periodicals, and binding		All other purposes		Expenditures per capita
		Total	Reporting	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	
1	2	3	4	5	6	7	8	9	10	11	12	13
1,000,000 and over	15,910,866	7	7	\$10,286,300	100	\$6,482,415	63	\$1,561,212	15	\$2,242,673	22	\$0.65
100,000-999,999	21,986,897	88	82	20,884,741	100	13,106,462	63	3,530,014	17	4,248,265	20	.95
50,000-99,999	7,077,989	99	93	4,948,525	100	3,040,081	61	935,433	19	972,011	20	.70
35,000-49,999	3,675,540	97	80	2,705,458	100	1,545,513	57	584,451	22	575,494	21	.74
25,000-34,999	2,700,478	104	87	2,016,881	100	1,111,292	55	468,050	23	437,539	22	.75

counts) for 1944-45 of public library systems in cities of the United States of 25,000 population and over. Statistics of library systems under county administration have not been included. The table includes data from public libraries which reported to the U. S. Office of Education the distribution of their operating expenditures for (a) library staff salaries, excluding wages of building staff; (b) books, periodicals, and binding; and (c) all other purposes, including wages of building staff. These categories correspond to those used by the American Library Association in its standards for the distribution of public library operating expenditures.

Public Library Service Summer Course

To meet the minimum professional training needs of librarians and assistants in small public libraries who are unable to attend an accredited library school, the Indiana State Library has planned its thirty-ninth annual summer course in public library service to be given at the library for 5 weeks beginning June 9.

The objectives of this summer course, according to the State Library, are (1) to offer instruction in the fundamentals of public library organization, methods, and practices; (2) to develop an appreciation of the educational importance of the public library; and (3) to provide the minimum training for library certification in Indiana.

The summer course faculty will be drawn from the staff of Indiana State Library and other libraries. Instruction in administration, book selection, cataloging and classification, children's

work, reference work, and related subjects will be carried on through lectures, problems, reading, and discussions. The course is expected to require from students at least 42 hours weekly of classroom, laboratory, and study activity.

Since the summer course at Indiana State Library is designed to train persons already engaged in library work, admission requirements specify that a candidate (a) be a high-school graduate, (b) be employed in or appointed to a library position, (c) have at least 4 weeks of previous library experience, and (d) have aptitude and personal qualifications for library work, with evidence of ability to pursue profitably the course outlined.

ALA in San Francisco

The American Library Association has announced plans to hold its 66th annual conference in San Francisco, June 30-July 5, 1947.

Presiding over the conference will be the ALA president, Mary U. Rothrock, head of library service in the Tennessee Valley Authority. Several awards will be made during the week of the conference, notably the Newbery medal for the outstanding piece of juvenile literature and the Caldecott medal for the outstanding illustrations in a children's book.

The American Library Association, founded in 1876 to promote the cause of libraries and librarianship, has today about 16,000 members. Among the Association's many current activities are the extension of library service to people as yet without it and the restoration of libraries in countries devastated by the war.

"Bookmobile Lady"

Libraries with radio-listening groups of older boys and girls may be interested in the "Bookmobile Lady," a weekly program of children's stories broadcast by Michigan State College over Station WKAR (780 kilocycles).

According to *Library News*, official publication of Michigan State Library, officials of the radio station have co-operated with local librarians in making the "Bookmobile Lady" program appeal to children by encouraging their letters requesting special stories or poems to be read on the air, telling about their books and hobbies, or submitting original stories and poems. Radio interviews have featured juvenile authors, interesting hobbyists, and artists.

Library Bulletin Available

The Bulletin of the School Library Association of California, March 1947, is devoted to the consideration of problems of planning for school libraries. Single copies are available at 30 cents each from *The Bulletin*, Bakersfield High School and Junior College, Bakersfield, Calif.

Joins A. L. A. Staff

Helen A. Ridgway has been appointed public library specialist of the Department of Information and Advisory Service of the American Library Association. She has come to A. L. A. headquarters from the position of assistant supervisor of public libraries for the New York State Education Department.

EDUCATORS' BULLETIN BOARD

New Books and Pamphlets

American Schools

Schools for a New World. Washington, D. C., American Association of School Administrators, a Department of the National Education Association of the United States, 1947. 448 p. illus. (25th Yearbook) \$2.50.

Considers the world crisis and the present challenge to education. Aims to state the basic problems and issues which face our society; to indicate the potentiality of public education as a chief instrumentality in the successful resolving of these issues; to give direction to curriculum makers; to show public education in action in desirable directions in small, medium-sized, and large communities and on the state level; and to suggest criteria for the evaluation of the program of education in any community.

Child Health

Rheumatic Fever; Childhood's Greatest Enemy. By Herbert Yahraes. New York, Public Affairs Committee, Inc., (22 East 38th St.) 1947. 31 p. illus. (Public Affairs Pamphlet, No. 126) 10 cents.

Presents the essential facts about rheumatic fever and shows the need of community action on a broad scale and a public health program similar to the one combating tuberculosis.

Educational Survey

Public Education in Idaho, A Survey Report. Nashville, Tenn., Division of Surveys and Field Services, George Peabody College for Teachers, 1946. 71 p. illus.

Summarizes a survey made at the invitation of the Idaho Education Survey Commission. Presents significant facts and important problems of public education in Idaho, sketches some of the findings, and gives a complete summary of the recommendations of the survey staff.

UNESCO

UNESCO: Its Purpose and Its Philosophy. By Julian Huxley. Washington, D. C., Public Affairs Press, 1947. 62 p. \$1.00.

Presents the material in two chapters: I. A Background for UNESCO; II. The Program of UNESCO. The author served as Executive Secretary of the Preparatory Commission of UNESCO and at present is Director General, United Nations Educational, Scientific, and Cultural Organization.

World Conference

Proceedings of the World Conference of the Teaching Profession, August 17-30, 1946, Endicott, New York, United States of America. Washington, D. C., Preparatory Commission, World Organization of the Teaching Profession, 1947. 111 p. 50 cents.

Reports the proceedings of the largest and most representative international gathering of educators since the war. Includes the recommendations, resolutions, and statements which were approved by the Conference as a whole.

Intergroup Education

Education for Unity in the Schools of New York State. Albany, State Education Department, 1947. 104 p. illus.

Presents a report on the program of intergroup education in New York State schools. The publication "aims to (1) acquaint the public with what is being done in intergroup education in the schools of New York State, and (2) give incoming teachers a background and encouragement that they may study and build new and better ways of carrying on the program."

Education in Florida

Education and Florida's Future. A Digest of the Report of the Comprehensive Study of Education in Florida. Tallahassee, Fla., Florida Citizens Committee on Education, 1947. 92 p. illus. 30 cents.

Reports the results of a comprehensive study of all phases of education in Florida from the nursery schools through the university. The study was made under the direction of Dr. Edgar L. Morphet.

Vocational Guidance

How to Find the Right Vocation. By Harry Dexter Kitson. Third Revised Edition. New York, Harper and Brothers, 1947. 163 p. \$2.50.

Outlines the principles and methods of finding the right vocation; text and bibliography have been brought up to date.

Regional Welfare

Research and Regional Welfare. Papers Presented at a Conference on Research at the University of North Carolina at Chapel Hill, May 9-10-11, 1945. Edited by Robert E. Coker with a Foreword by Louis R. Wilson. Chapel Hill, The University of North Carolina Press, 1946. 229 p. \$3.

The papers cover a wide range of subjects—nutrition and public health, humanities and the social sciences, physical sciences and industry, and biological sciences. They emphasize the need for research in all phases of Southern life.

Recent Theses

These recently received theses are on file in the Library of the U. S. Office of Education, where they are available for interlibrary loan.

Health and Physical Education

The Adaptation of Certain Activities in Physical Education for Girls in Schools for the Blind. By Mary W. English. Master's, 1945. Hampton Institute. 44 p. ms.

Compares methods of teaching physical education to seeing and to blind girls, and adapts games played by seeing girls so that they may be played by the blind. Recommends that physical education teachers of the blind have training in the field of special education.

Administration of Athletics in the Third and Fourth District High Schools with Special Reference to Schools in Lehigh, Northampton, Monroe and Rock Counties in the State of Pennsylvania. By Gilbert E. Dodd. Master's, 1945. Lehigh University. 52 p. ms.

Analyzes replies to a questionnaire on policy-making in athletics sent to 15 schools in the third and fourth class districts in these counties. Discusses the role of the superintendent, high-school principal, athletic director, student manager, and the student athlete in administering the athletics program.

Guide for the Construction of a Curriculum for Teaching and Majoring in Physical Education. By Charles J. Hart. Doctor's, 1945. New York University. 347 p. ms.

Develops a teacher training program for majors preparing to teach physical education.

A Health and Physical Education Program for the Norwood, Ohio, Elementary Schools. By Edward C. Rodgers. Master's, 1946. University of Cincinnati, 121 p. ms.

Analyzes school board records, announcements, textbooks, courses of study, and educational literature dealing with the materials and techniques of physical education. Develops health and physical education programs for the Norwood schools.

A Physical Education Survey of the Worcester, Massachusetts, Public Schools.

ondary Schools. By Leon O. Dalbeck. Master's, 1946. Boston University. 35 p. ms.

Evaluates, by the use of a score card, the physical education and athletics programs of the secondary schools, and offers suggestions for improving them.

Prerequisite Undergraduate Work in Physical Education Necessary to Enter Certain Graduate Schools of Physical Education. By Walter W. McCarthy. Master's, 1946. Boston University. 39 p. ms.

Indicates that of the 66 institutions replying to a questionnaire, 19 do not grant either major or minor credit for graduate work in physical education; and that 47 offer either major or minor credit in physical education on the graduate level. Finds a complete lack of uniformity in course-hour requirements necessary for students entering graduate study in physical education.

The Status of Health and Physical Education in the Secondary Schools in Kentucky. By Clarence H. Wyatt. Master's, 1946. University of Kentucky. Kentucky Educational Bulletin, 14: 430-8, July 1946.

Analyzes 484 replies to a questionnaire sent to all of the high schools in Kentucky. Indicates that the programs are inadequate and that the schools differ widely in the amount and kind of health and physical education offered.

A Study of Health Service in Selected Secondary Schools. By Mildred J. Robertson. Master's, 1946. George Washington University. 59 p. ms.

Attempts to determine the extent to which school systems in cities of 500,000 population or over utilize the health council, club, or coordinator in their health programs; whether these cities use a course of study in health; whether they have a director of health service. Traces the history, organization, and procedures of the health council in the white secondary schools of Washington, D. C.

A Survey and Study of the Exercise Habits of Junior High School Girls. By Alice S. Morgan. Master's, 1946. George Washington University. 47 p. ms.

Analyzes diaries kept by 27 junior high school girls for one week, in which they made notations of their daily activities from the time they arose until they retired. Indicates that the responsibilities of daily living kept the girls active and proved to be extremely time consuming; and that most of their exercise was mild.

A Survey of the Requirements of Large City School Systems for the

Teaching of Physical Education. By George W. Zeller. Master's, 1946. Boston University. 45 p. ms.

Attempts to determine the requirements for the teachers of physical education in school systems in cities of 100,000 population or over; and to determine their policies regarding teacher examinations, selection of athletic coaches, and tenure for the teacher of physical education.

Courses of Study

These courses of study were recently received in the Office of Education Library.

Chicago, Illinois. Board of Education. *Handbook of Literature. Unit 1, Grades 7 and 8. Getting Along Together*, 1945. 44 p. processed.

Cleveland, Ohio. Board of Educa-

tion. *Science Course of Study. Cleveland Elementary Schools, Fifth Grade.* 1945. 276 p.

Florida. State Department of Education. *A Brief Guide to Teaching English in the Secondary Schools.* Tallahassee, 1946. 61 p. (Bulletin No. 49.)

Long Beach, California. Public Schools. *World History—Units 2, 3, and 4—Three Resource Units for First Semester Tenth-Grade Social Studies—English Classes.* 1945. processed.

Nebraska. Department of Public Instruction. *Course of Study for Normal Training High Schools. Narcotic Education. A Compilation of Facts Pertaining to Alcohol and Other Narcotics.* Lincoln, Graham Printing Service, 1942. 165 p. (Bulletin E-1, rev.)



21st and C Streets NW.

OFFICE OF THE DIRECTOR

NATIONAL HEADQUARTERS SELECTIVE SERVICE SYSTEM



Washington 25, D. C.

IN REPLYING ADDRESS
THE DIRECTOR OF SELECTIVE SERVICE
AND REFER TO NO.

11-27-1

Dr. John W. Studebaker
Commissioner, United States
Office of Education
Washington 25, D. C.

Dear Doctor Studebaker:

The Selective Training and Service Act terminated on March 31st, and I wish to express to you my appreciation for the cooperation of the Office of Education during the six and a half years in which the Selective Service System was in operation.

You and your staff have shown a sympathetic understanding of the student and other problems with which we were confronted during the war years. This is particularly evident in the administration of the recent certification plan in which your office rendered assistance of the highest order.

I shall long remember our pleasant association, and I take this opportunity to wish you every success in the future.

Sincerely yours,

Levi B. Hershey
DIRECTOR

In reply to the above letter from General Hershey, the Commissioner wrote:

"I appreciate very much your kind letter of March 31. I want you to know that it was always a very great pleasure

for all of us in this Office to cooperate with you. You always made it so easy for anyone who wished to be helpful to you in the marvelous job you did during the strenuous days of the war."

International Educational Relations Director Appointed

APPOINTMENT of Kendric N. Marshall, of Brockton, Massachusetts, as Director of the Division of International Educational Relations of the U. S. Office of Education has been announced by Commissioner Studebaker. Mr. Marshall replaces Harold R. Benjamin, who recently returned to his former position as Dean of the College of Education of the University of Maryland.

In announcing the appointment, the Commissioner said: "In Kendric Marshall we have a man who has interpreted American culture for four years in the Far East and who, on the basis of travel and study, is also familiar with the problems of Europe, Africa, and the Near East.

"Now more than ever before students all over the world look to America as the Mecca of educational opportunities. It is especially important that they get those opportunities and that American students have similar opportunities to study abroad if the framework of world peace that is now being built by the United Nations is to be strong and lasting. One of the main functions of the Division of International Educational Relations is to provide technical assistance which will facilitate this exchange of students and teachers between the United States and the rest of the world."

Mr. Marshall, who, for the past 4 months, has been chief of the Near and Far Eastern Educational Relations Section of the Division he now heads, returned to the Office of Education from nearly 2 years of service with UNRRA in connection with its China program.

The new Division Director received his Bachelor of Arts degree in 1921 from Harvard University, from which he subsequently also received his Master's in International Relations. After teaching in secondary schools, Mr. Marshall spent a period of study and travel in Europe, Africa, and Asia; he then taught history and political science at Lingnan University, Canton, China, from 1927 to 1930.

After returning to the United States in 1930, Mr. Marshall was on the faculty of Harvard University for 10 years. He served as president of Chevy Chase

Junior College, in Washington, D. C., from 1940 to 1942, when he came to the Office of Education as Director of the Student War Loans Program.

Infantile Paralysis

(From page 2)

gested that normal activities be carried on, even in time of epidemic. Health authorities consider the disease to be an epidemic if 20 cases or more per 100,000 population occur.

Symptoms are described and parents advised to call the doctor immediately if any symptoms appear especially at a time when infantile paralysis is occurring in a community. Other precautions listed are staying away from crowds, avoiding new contacts, avoiding fatigue and chilling, consulting the Health Department before swimming in pools or streams which may be polluted, washing hands frequently, especially before eating, protecting food and garbage from flies and other insects, asking the advice of the family doctor before removal of tonsils or adenoids or other throat and mouth operations, during the epidemic months.

Families are told where they can turn for aid if they cannot meet expenses for medical and hospital care. In each case, headquarters for help is the nearest Chapter of the National Foundation for Infantile Paralysis, which has March of Dimes funds for this purpose.

The reaction of State Superintendents in general was expressed in one letter to local school superintendents: "I feel that the brief message contained in this bulletin will be of great benefit to the parents of your students in calling to their attention safeguards they may adopt for the protection of their children, as well as for all the children in our State."

Commissioner Studebaker in endorsing the program said:

"This project, designed to allay fear and panic, merits the endorsement of every one interested in the welfare of the Nation's youth. I hope, indeed, that this program meets with richly deserved success. It is timely, it is important, and it is a fine forward step in bringing to the American people the facts they need and must have."

United Nations Film Strip Available

THE FILM Section of the United Nations Department of Public Information has just released a film strip entitled *The United Nations at Work: the Secretariat*.

Beginning with a series of pictures illustrating, in prefatory fashion, the preamble of the United Nations Charter and then presenting the United Nations organization, structure, and functions, the film strip culminates in a detailed study of the Secretariat—its set-up, duties, and activities. In technique, it uses an alternation of camera shots, charts, and pictographs.

The film strip, showing time of which is 20 minutes, can be projected with a standard 35-mm film strip projector. It is available, free of charge, to schools. The strip is accompanied by notes giving a running commentary which may be used by teachers either in its present form or varied to meet the needs of different age levels.

One of the pictures shows a group of college students on a visit to Lake Success. In that connection, it is mentioned that the Educational Services Section helps to arrange meetings for school groups, briefs them, takes them on guided tours through the United Nations Headquarters, distributes educational material and answers requests for information and study materials.

The film strip—first in a series to be produced—is adaptable to classroom work in current events, contemporary history, civics, as well as to assembly meetings, where a speaker might talk on the United Nations, or to forums and discussion groups of the school's international relations clubs. The Film Section has also produced a catalogue listing all the films dealing with member nations of the United Nations organization.

Requests for the film strip should be addressed to the Film Section of the United Nations Department of Public Information, Lake Success, New York. In case teachers or schools want at the same time all the educational materials available to schools, the request should be sent to the Chief of the Educational Services Section, United Nations Department of Public Information, and this section will see that the film strip is sent along with the material.

Education and the 80th Congress, 1st Session

Educational Bills Introduced in the 80th Congress, First Session, Between February 1 and April 10, 1947

by Ward W. Keesecker, Specialist in School Legislation

The April issue of *SCHOOL LIFE* contained a summary of principal education bills introduced in the 80th Congress as of February 1. This issue brings the list up to date as of April 10.

PRACTICALLY all of the education bills thus far introduced in the 80th Congress are still in the committees to which they were referred. Bills upon which hearings have been held are so indicated as listed.

The Subcommittee on Education of the Senate Committee on Labor and Public Welfare has had hearings on S. 81 by Mr. Green, S. 170 by Mr. McCarran, S. 199 by Mr. Aiken, and S. 472 by Messrs. Taft, Thomas of Utah, Ellender, Hill, Smith, Cooper, Chavez, and Tobey. Hearings are also being held on similar measures introduced in the House, including H. R. 1870 and H. R. 2953, which are companion bills to S. 472. While these bills vary as to methods, all of them would authorize the use of Federal funds to assist the States and Territories in financing their schools and in improving the salaries of teachers.

The Office of Education does not have available for general distribution copies of education bills pending before Congress. Copies of such bills may be obtained by writing to the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

Senate Bills

S. 508, by Mr. Young, Mr. Kilgore, and Mr. Morse, February 5.—To amend the Social Security Act, as amended, for the purpose of permitting States and political subdivisions and instrumentalities thereof, to secure coverage for their officers and employees (including teachers) under the old-age and survivors insurance provisions of such act. (Committee on Finance.)

S. 524, by Mr. Capper, February 7.—To authorize the Department of Agriculture to receive contributions from foreign governments to help defray the expenses of its work in cooperating with foreign governments in furthering the interchange of knowledge and skills between the people of the United States and the people of other countries, and for other purposes. (Committee on Agriculture and Forestry.)

S. 525, by Mr. Thomas of Utah, February 7.—To promote the progress of science and the useful arts, to secure the national defense, to advance the national health and welfare, and for other purposes. (Committee on Labor and Public Welfare.)

S. 526, by Mr. Smith (for himself, Mr. Cordon, Mr. Revercomb, Mr. Saltonstall, Mr. Magnuson, and Mr. Fulbright), February 7.—To promote the progress of science; to advance the national health, prosperity, and welfare; to secure the national defense; and for other purposes. (Committee on Labor and Public Welfare.)

S. 545, by Mr. Taft (for himself, Mr. Smith, Mr. Ball, and Mr. Donnell), February 10.—To coordinate the health functions of the Federal Government in a single agency; to amend the Public Health Service Act for the following purposes: To expand the activities of the Public Health Service, to promote and encourage medical and dental research in the National Institute of Health, a dental research institute, and for other purposes. (Committee on Labor and Public Welfare.)

S. 552, by Mr. Magnuson, February 10.—To provide for an additional naval academy in the Puget Sound area in the State of Washington, and for other purposes. (Committee on Armed Services.)

S. 575, by Mr. Cordon, February 11.—To provide for the observance as National Flag Raising Day of the day on which the public schools open each year for the beginning of a new school year. (Committee on the Judiciary.)

S. 582, by Mr. Cordon, February 11.—To authorize annual payments to States, Territories, and insular governments, for the benefit of their local political subdivisions, based on the fair value of their national-forest lands situated therein, and for other purposes. (Committee on Public Lands.)

S. 586, by Mr. Cordon (for himself and Mr. Morse), February 11.—To provide for the construction, equipment, and operation of an additional military academy and an additional naval academy. (Committee on Armed Services.)

S. 623, by Mr. Johnson of Colorado, February 17.—To prohibit the paid advertising of alcoholic beverages by radio in certain circumstances, and for other purposes. (Committee on Interstate and Foreign Commerce.)

S. 630, by Mr. Buck (by request), February 17.—To place the position of Superintendent of the National Training School for Girls under the Classification Act of 1923, as amended and supplemented, and for other purposes. (Committee on the District of Columbia.)

S. 639, by Mr. Ferguson, February 29.—To amend section 13 (a) of the Surplus Property Act of 1944, as amended, to authorize that surplus property suitable for educational purposes may be sold or leased to States or political subdivisions, and for other purposes. (Committee on Armed Services.)

S. 652, by Mr. Gurney (by request), February 19.—To provide for the national security of the Nation by requiring that all qualified young men undergo a period of military, naval, or air training for the common defense. (Committee on Armed Services.)

S. 678, by Mr. Lodge, February 24.—To amend the Public Health Service Act, as amended, so as to provide assistance to the States in furnishing certain medical aid to needy and other individuals. (Committee on Labor and Public Welfare.)

S. 680, by Mr. Magnuson, February 24.—To provide that periods of vocational rehabilitation training in Gov-

ernment establishments undertaken by disabled veterans who subsequently enter the employment of the United States shall be credited for retirement purposes. (Committee on Civil Service.)

S. 681, by Mr. Magnuson, February 24.—To amend the Social Security Act so as to extend coverage thereunder to all groups and all classes, to amend the Internal Revenue Code so as to provide the revenue for an all-inclusive system of matured annuities for America's senior citizens, and for other purposes. (Committee on Finance.)

S. 694, by Mr. Downey, February 24.—A bill relating to the induction of registrants who applied and who were accepted for induction and assigned to educational institutions for special and technical training under the provisions of the act approved August 31, 1918, but whose induction without fault of their own was not completed. (Committee on Armed Services.)

S. 712, by Mr. Aiken, February 26.—A bill to constitute the Federal Security Agency a Department of Health, Education, and Security. (Committee on Expenditures in the Executive Departments.) Hearings have been held on this bill and also on S. 140 for similar purpose.

S. 717, by Mr. Baldwin, February 26.—To amend the Armed Forces Leave Act of 1946 so as to require that leave compensated for under such act be considered as active service in determining the period for which a veteran is entitled to education and training under title II of the Servicemen's Readjustment Act of 1944, as amended. (Committee on Armed Services.)

S. 727, by Mr. Gurney, February 26.—To authorize the Secretary of War to pay certain expenses incident to training, attendance, and participation of personnel of the Army of the United States in the Seventh Winter Sports Olympic Games and the Fourteenth Olympic Games and for future Olympic games. (Committee on Armed Services.)

S. 751, by Mr. McGrath, March 3.—To permit the use of appropriations of the National Capital Housing Authority for the maintenance and operation of buildings and grounds used for nurseries and nursery schools established by the Board of Public Welfare of the District of Columbia within projects

under the jurisdiction of such Authority. (Committee on the District of Columbia.)

S. 761, by Mr. McCarran, March 3.—To provide additional funds for the fiscal year 1947 to enable the Secretary of Agriculture to carry out the provisions of the National School Lunch Act. (Committee on Appropriations; hearings have been held.)

S. 772, by Mr. Bushfield, March 5.—To eliminate the requirement that temporary housing transferred by the National Housing Administrator to educational institutions and other organizations be removed at some time in the future. (Committee on Banking and Currency.)

S. 786, by Mr. Langer, March 5.—To authorize the appropriation of funds to assist the States in furnishing adequate living quarters for school teachers. (Committee on Labor and Public Welfare.)

S. 805, by Mr. Watkins, March 7.—To authorize an appropriation for the construction, extension, and improvement of a high-school building near Roosevelt, Utah, for the district embracing the east portion of Duchesne County and the west portion of Uintah County. (Committee on Public Lands.)

S. 817, by Mr. Stewart, March 7.—To provide that temporary housing transferred by the National Housing Administrator to educational institutions and other organizations may be permanently retained by such institutions and organizations. (Committee on Banking and Currency.)

S. 846, by Mr. Hill (for himself and Mr. Sparkman), March 10.—To provide that schools constructed under the act entitled "An Act to expedite the provisions of housing in connection with national defense, and for other purposes," approved October 14, 1940, as amended, may be donated to local school agencies. (Committee on Banking and Currency.)

S. 854, by Mr. O'Mahoney and Mr. Tobey, March 10.—To amend Section 502 (a) of the Act entitled "An Act to expedite the provision of housing [and education facilities] in connection with national defense, and for other purposes." (Committee on Banking and Currency.)

S. 855, by Mr. McFarland, March 10.—To permit veterans receiving edu-

cational benefits under the Servicemen's Readjustment Act of 1944, as amended, to receive subsistence allowance for dependents on account of brothers or sisters dependent because of minority or physical or mental incapacity. (Committee on Finance; to Labor and Welfare March 22.)

S. 898, by Mr. Ecton, March 14.—To authorize the use of certain appropriations for the education of Indian children of less than one-quarter Indian blood whose parents reside on nontaxable Indian lands. (Committee on Public Lands.)

S. 914, Mr. Stewart, March 17.—To increase the subsistence allowances payable to veterans pursuing courses of education or training under the Servicemen's Readjustment Act of 1944, as amended, from \$90 to \$150 in the case of veterans with dependents and from \$65 to \$80 in the case of veterans having no dependents; and to provide for corresponding increases in the ceilings on combinations of subsistence allowances and income from productive labor. (Committee on Labor and Public Welfare.)

S. 959, by Mr. Butler, March 21.—To provide for contributions to States and local governmental units in lieu of taxes on real property held by the Federal Government, to create a commission to determine and pay such contributions, and for other purposes. (Committee on Public Lands.)

S. 971, by Mr. Aiken, March 21.—To amend the Lanham Act to authorize the Federal Works Administrator to make grants to institutions of higher learning for the construction of educational facilities required in the education and training of war veterans. (Committee on Labor and Public Welfare.)

S. 977, by Mr. Taft, March 25.—To prescribe certain dates for the purposes of determining eligibility of veterans for vocational rehabilitation, education, and training, and for guaranty of loans and readjusting allowances under the Servicemen's Readjustment Act of 1944, as amended. (Committee on Labor and Public Welfare.)

S. 997, by Mr. Watkins (for himself and Mr. Fulbright), March 28.—To authorize the unconditional grant of all interest of the United States in certain school buildings and temporary housing to educational institutions without con-

sideration. (Committee on Banking and Currency.)

S. 998, by Mr. Pepper, March 28.—To provide additional funds for the fiscal year 1947 to enable the Secretary of Agriculture to carry out the provisions of the National School Lunch Act. (Committee on Appropriations; hearings have been held.)

S. 1011, by Mr. Cain (for himself, Mr. Magnuson, Mr. Eastland, and Mr. Dworshak), April 1.—To provide for the education of children on Federal reservations and other federally owned property not subject to State or local taxation, and for other purposes. (Committee on Labor and Public Welfare.)

Bills identical to S. 1011 introduced in the House are: H. R. 2650, by Mr. Case; H. R. 2652, by Mr. Colmer; H. R. 2653, by Mr. Combs; H. R. 2669, by Mr. Rees; H. R. 2743, by Mr. Tollefson.

S. 1040, by Mr. Thomas of Oklahoma, April 3.—To provide for the transfer of title in certain temporary housing from the United States to educational institutions. (Committee on Banking and Currency.)

S. 1063, by Mr. Langer, April 7.—To amend title II of the Social Security Act so as to permit coverage thereunder of employees of States and their political subdivisions, and for other purposes. (Committee on Finance.)

Senate Resolutions

S. J. Res. 66, by Mr. Morse, February 14.—Joint resolution to authorize the Secretary of Labor to make certain studies of the health of school children, and for other purposes. (Committee on Labor and Public Welfare.)

S. J. Res. 78, by Mr. Green, February 26.—Joint resolution designating September 17 of each year as Constitution Day. (Committee on the Judiciary.)

S. J. Res. 80, by Mr. Hawkes, March 3.—Joint resolution authorizing and requesting the President to issue annually a proclamation designating December 15 as Bill of Rights Day. (Committee on the Judiciary.)

House Bills

H. R. 1588, by Mr. Engle of California, February 3.—To liberalize the payment of subsistence allowances, the standards pertaining to training on the job of veterans, and for other purposes.

(Committee on Veterans' Affairs; hearings have been held, Report 77.)

H. R. 1601, by Mr. Smathers, February 3.—To exempt from admissions tax admissions to activities of elementary and secondary schools. (Committee on Ways and Means.)

H. R. 1617, by Mr. Hedrick, February 3.—To increase the subsistence allowance to veterans receiving education or training pursuant to the Servicemen's Readjustment Act of 1944. (Committee on Veterans' Affairs; hearings have been held, Report 77.)

H. R. 1621, by Mr. Johnson of California, February 3.—To authorize the Secretary of War to lend War Department equipment and provide services to the Boy Scouts of America in connection with the World Jamboree of Boy Scouts to be held in France in 1947; and to authorize the Commissioner of Internal Revenue to provide exemption from transportation tax; and further to authorize the Secretary of State to issue passports to bona fide Scouts and Scouters without fee for the application or the issuance of said passports. (Passed the House March 31.)

H. R. 1682, by Mr. Hays, February 5.—(Similar to H. R. 1621, by Mr. Johnson of California.)

H. R. 1762, by Mr. Whitten, February 6.—To promote the general welfare through the appropriation of funds to assist the States and Territories in providing more effective programs of public education. (Committee on Education and Labor.)

H. R. 1770, by Mr. Stockman, February 6.—To provide for the establishment of a United States Foreign Service Academy. (Committee on Foreign Affairs.)

H. R. 1775, by Mr. Morrison, February 6.—To provide additional funds for the fiscal year 1947 to enable the Secretary of Agriculture to carry out the provisions of the National School Lunch Act. (Committee on Education and Labor.)

H. R. 1803, by Mr. Abernethy, February 10.—To promote the general welfare through the appropriation of funds to assist the States and Territories in providing more effective programs of public education. (Committee on Education and Labor.)

H. R. 1815, by Mr. Case of New Jersey, February 10.—To promote the

progress of science; to advance the national health; prosperity, and welfare; to secure the national defense; and for other purposes. (Committee on Interstate and Foreign Commerce.) (Similar to H. R. 1830, by Mr. Mills, and H. R. 1834, by Mr. Priest.) Hearings have been held.

H. R. 1821, by Mr. Hagen, February 10.—To provide for the collection and publication of statistical information by the Bureau of the Census. (Committee on Post Office and Civil Service.)

H. R. 1827, by Mr. Jones of Washington, Feb. 10.—To authorize a naval academy in the Puget Sound area of the State of Washington. (Committee on Armed Services.)

H. R. 1830, by Mr. Mills, February 10.—(Similar to H. R. 1815, by Mr. Case of New Jersey.)

H. R. 1834, by Mr. Priest, February 10.—(Similar to H. R. 1815, by Mr. Case of New Jersey.)

H. R. 1870, by Mr. Battle, February 12.—To authorize the appropriation of funds to assist the States and Territories in financing a minimum foundation education program of public elementary and secondary schools, and in reducing the inequalities of educational opportunities through public elementary and secondary schools, for the general welfare, and for other purposes. (Committee on Education and Labor.)

H. R. 1892, by Mr. Curtis, February 12.—To authorize voluntary compacts for the coverage of employees of States and the political subdivisions thereof under title II of the Social Security Act. (Committee on Ways and Means.)

H. R. 1942, by Mr. Landis, February 13.—To promote the general welfare by providing funds to assist the several States and Territories in paying adequate salaries for the school year 1947-48 to elementary and high-school teachers. (Committee on Education and Labor.)

H. R. 1949, by Mr. Hays, February 13.—To provide for the payment of sums in lieu of taxes with respect to lands acquired by the United States in order to assist in the liquidation of certain bonded indebtedness. (Committee on Public Lands.)

H. R. 1950, by Mr. Larcade, February 13.—To provide that veterans pursuing educational and training courses in pub-

lic institutions shall receive the books, supplies, and other equipment they would receive if they pursued similar courses in private institutions. (Committee on Veterans' Affairs.)

H. R. 1978, by Mr. Mitchell, February 17.—To abolish the War Assets Administration, to provide that Government agencies shall dispose of their own surplus property, and for other purposes. Would transfer functions vested in War Assets Administration to the respective Federal agencies having surplus property for disposition. (Committee on Expenditures in the Executive Departments.)

H. R. 1980, by Mr. Howell, February 17.—To provide for the general welfare by enabling the several States to make more adequate provision for the health of school children through the development of school health services for the prevention, diagnosis, and treatment of physical and mental defects and conditions. (Committee on Interstate and Foreign Commerce.)

H. R. 1988, by Mr. Brooks, February 71.—To provide for the national security of the Nation by requiring that all qualified young men undergo a period of (military) training. (Committee on Armed Services.)

H. R. 1992, by Mr. Eberharter, February 17.—To give employees of religious, charitable, scientific, literary, and educational institutions the benefits of coverage under the Social Security Act, the Federal Unemployment Tax Act, and the Federal Insurance Contributions Act. (Committee on Ways and Means.)

H. R. 2077, by Mr. Lane, February 19.—To continue in effect, until June 30, 1950, the provisions of the act of June 15, 1943 (Public Law 74, 78th Congress), relating to the training of nurses through grants to institutions providing such training. (Committee on Interstate and Foreign Commerce.)

H. R. 2105, by Mr. Lane, February 20.—To provide that the children of a veteran of World War II shall be entitled to the educational benefits granted to such veteran but not used by him. (Committee on Veterans' Affairs.)

H. R. 2106, by Mrs. Rogers of Massachusetts (by request), February 20.—To provide 4 years of college education, or the equivalent, to the children of persons whose death resulted from service

in the Armed Forces during World War II. (Committee on Veterans' Affairs.)

H. R. 2117, by Mr. Philbin, February 20.—To provide for the reimbursement of the town of Watertown, Massachusetts, for the loss of taxes on certain property in such town acquired by the United States for use for military purposes. (Committee on Public Lands.)

H. R. 2170, by Mr. Johnson of Oklahoma, February 24.—Relating to institutional on-farm training for veterans. (Committee on Veterans' Affairs; hearings have been held, Report 77.)

H. R. 2176, by Mrs. Rogers of Massachusetts, February 24.—To amend certain provisions of Veterans Regulation No. 1 (a), as amended, to increase subsistence allowance to student veterans. (Committee on Veterans' Affairs; hearings have been held, Report 77.)

H. R. 2181, by Mr. Wheeler, February 24.—Relating to institutional on-farm training for veterans. (Committee on Veterans' Affairs; hearings have been held, Report 77.)

H. R. 2188, by Mr. Kefauver, February 24.—To authorize the appropriation of funds to assist the States and Territories in financing a minimum foundation education program of public elementary and secondary schools, and in reducing the inequalities of educational opportunities through public elementary and secondary schools, for the general welfare, and for other purposes. (Committee on Education and Labor.) (Identical with S. 472 previously listed in April issue.)

H. R. 2190, by Mr. Rains, February 24.—To provide that schools constructed under the act entitled "An Act to expedite the provision of housing in connection with national defense, and for other purposes," approved Oct. 14, 1940, as amended, may be donated to local school agencies. (Committee on Public Works, March 12.)

H. R. 2191, by Mrs. St. George, February 24.—To place the position of Superintendent of the National Training School for Girls under the Classification Act of 1923, as amended and supplemented, and for other purposes. (Committee on the District of Columbia.)

H. R. 2276, by Mr. Andrews of New York, February 27.—To authorize the Secretary of War to pay certain expenses incident to training, attendance, and participation of personnel of the

Army of the United States in the Seventh Winter Sports Olympic Games and the Fourteenth Olympic Games and for future Olympic games. (Committee on Armed Services.)

H. R. 2294, by Mr. Lane, February 27.—To establish a self-sustaining national pension system that will benefit retired citizens 60 years of age and over; to stabilize the economic structure of the Nation; and to induce a more equitable distribution of wealth through monetary circulation. (Would include teachers.) (Committee on Ways and Means.)

H. R. 2317, by Mr. Meyer, February 28.—Relating to institutional on-farm training for veterans. (Committee on Veterans' Affairs; hearings have been held, Report 77.)

H. R. 2333, by Mr. Howell, March 3.—To declare the birthday of Abraham Lincoln to be a legal holiday. (Committee on the Judiciary; hearings have been held, Report 77.)

H. R. 2357, by Mr. Larcade, March 4.—To extend the educational benefits of the Servicemen's Readjustment Act of 1944 to persons who served in the merchant marine of the United States during World War II. (Committee on Veterans' Affairs.)

H. R. 2362, by Mrs. Douglas, March 4.—To promote the general welfare through the appropriation of funds to assist the States and Territories in providing more effective programs of public kindergarten or kindergarten and nursery school education. (Committee on Education and Labor.) (Same as S. 259 listed in April issue.)

H. R. 2366, by Mr. Patterson, March 4.—To amend the Armed Forces Leave Act of 1946 so as to require that leave compensated for under such act be considered as active service in determining the period for which a veteran is entitled to education and training under title II of the Servicemen's Readjustment Act of 1944, as amended. (Committee on Armed Services.)

H. R. 2406, by Mr. Klein, March 6.—To aid kindergarten, etc. (Same as H. R. 2362, above, and to same committee.)

H. R. 2465, by Mr. Jenkins of Ohio, March 10.—To provide for the demonstration of public-library service in areas without such service or with inadequate library facilities. (Commit-

tee on Education.) (Same as S. 48, listed in April issue.)

H. R. 2473, by Mr. Johnson of California, March 10.—To authorize the transfer without charge to the States and their political subdivisions of all interest of the United States in educational and recreational facilities acquired under the act of October 14, 1940, as amended. (Committee on Banking and Currency; referred to Committee on Public Works March 11; hearings have been held.)

H. R. 2525, by Mr. Morrison, March 12.—To authorize the appropriation of funds to assist the States and Territories in financing a minimum foundation education program of public elementary and secondary schools, and in reducing the inequalities of educational opportunities through public elementary and secondary schools, for the general welfare, and for other purposes. (Committee on Education and Labor.) (This is an amendment of an earlier bill, H. R. 2033, on the subject.)

H. R. 2527, by Mr. Morrison, March 12.—To remove the monthly maximum placed on the income of veterans receiving both compensation for productive labor and subsistence allowances for education. (Committee on Veterans' Affairs.)

H. R. 2574, by Mr. Battle, March 17.—To exempt from the Federal admissions tax admissions to certain charitable entertainments. (Committee on Ways and Means.)

H. R. 2576, by Mr. Fernos-Isern, March 17.—To amend sections 4 and 5 of Public Law 396 [79th Congress] approved June 4, 1946, entitled "An Act to provide assistance to the States in the establishment, maintenance, operation, and expansion of school-lunch programs, and for other purposes. (Committee on Education and Labor.)

H. R. 2650, by Mr. Case, March 20.—(Same as S. 1011, by Mr. Cain, and others.)

H. R. 2652, by Mr. Colmer, March 20.—(Same as S. 1011.)

H. R. 2653, by Mr. Combs, March 20.—(Same as S. 1011.)

H. R. 2658, by Mr. Hays, March 20.—To designate the Farmers' Home Administration as the sole disposal agency for surplus agricultural property, to provide special priorities for the disposal of surplus agricultural property

to former owners and to veterans who intend to live on farms and to engage in farming as their principal occupation, and for other purposes. (Committee on Expenditures in the Executive Departments.)

H. R. 2669, by Mr. Rees, March 20.—(Same as S. 1011.)

H. R. 2680, by Mr. Sikes, March 20.—To provide that schools constructed under the act entitled "An act to expedite the provision of housing in connection with national defense, and for other purposes," approved October 14, 1940, as amended, may be donated to local public school agencies. (Committee on Public Works.)

H. R. 2682, by Mr. Stigler, March 20.—To provide for the transfer of title in certain temporary housing from the United States to educational institutions. (Committee on Public Works.)

H. R. 2683, by Mr. Rohrbough, March 20.—To authorize the appropriation of funds to assist the States and Territories in financing a minimum foundation education program of public elementary and secondary schools and in reducing the inequalities of educational opportunities through public elementary and secondary schools, for the general welfare, and for other purposes. (Committee on Education and Labor.) (Similar to S. 472, H. R. 1870, H. R. 2033, and H. R. 2188.)

H. R. 2700.—To make appropriations for the Federal Security Agency, including the Office of Education. (Passed the House.)¹

H. R. 2708, by Mr. Lane, March 21.—To provide for the establishment of a United States Foreign Service Academy. (Committee on Foreign Affairs.)

H. R. 2722, by Mr. Kee, March 21.—To eliminate the requirement that a veteran pursuing a course of education or training under the Servicemen's Readjustment Act of 1944 must satisfy the Administrator of Veterans' Affairs as to his reasons for making a change to such course. (Committee on Veterans' Affairs.)

H. R. 2743, by Mr. Tollefson, March 24.—Same as S. 1011.)

H. R. 2752, by Mr. Poulson, March 24.—To provide every adult citizen in the United States with equal basic Federal insurance, permitting retirement with benefits at age 60, and also cover-

ing total disability, from whatever cause, for certain citizens under 60; to give protection to widows with children; and for other purposes. (Committee on Ways and Means.)

H. R. 2779, by Mr. Ross, March 25.—To provide loans to veterans attending school under the provisions of section VIII of Veterans' Regulation 1 (a). (Committee on Veterans' Affairs.)

H. R. 2824, by Mr. Fulton, March 27.—A bill to prohibit discrimination in employment because of race, religion, color, national origin, or ancestry. (Committee on Education and Labor.)

H. R. 2825, by Mr. Hagen, March 27.—To provide additional funds for cooperation with public-school districts (organized and unorganized) in Mahanomen, Itasca, Pine, Becker, and Cass Counties, Minnesota, in the construction, improvement, and extension of school facilities to be available to both Indian and white children. (Committee on Public Lands.)

H. R. 2849.—Appropriation bill to supply deficiencies for the Department of Agriculture for fiscal year 1947, including \$6,000,000 additional appropriation for School Lunch.²

H. R. 2879, by Mr. Hays, March 31.—To authorize the unconditional grant of all interest of the United States in certain school buildings and temporary housing to educational institutions without consideration. (Committee on Public Works.)

H. R. 2930, by Mr. Albert, April 2.—To provide for the transfer of title in certain temporary housing from the United States to educational institutions. (Committee on Public Works.)

H. R. 2953, by Mr. McCowen, April 3.—To authorize the appropriation of funds to assist the States and Territories in financing a minimum foundation education program of public elementary and secondary schools, and in reducing the inequalities of educational opportunities through public elementary and secondary schools, for the general welfare, and for other purposes. (Committee on Education and Labor.)

H. R. 2963, by Mr. Curtis, April 7.—To create a United States Academy of

¹ Also passed the Senate. In conference as this goes to press.

² Became Public Law 46, 80th Congress.

Foreign Service. (Committee on Foreign Affairs.)

H. R. 2976, by Mr. Dirksen, April 7.—To amend the District of Columbia Teachers' Salary Act of 1945, as amended, and for other purposes. (Committee on the District of Columbia.)

H. R. 2979, by Mr. Morrison, April 9.—A bill to provide direct Federal old-age assistance at the rate of \$65 per month to needy citizens 55 years of age or over. (Committee on Ways and Means.)

H. R. 2996, by Mr. Russell, April 9.—A bill to authorize an appropriation for public-school facilities at Owyhee, Nev. (Committee on Public Lands.)

House Resolutions

H. Res. 99, by Mr. McDonough, February 12.—Resolution to define communism. (Committee on the Judiciary; referred to Committee on Un-American Activities March 20.)

H. Res. 119, by Mr. Byrnes, February 26.—To investigate existing programs of providing aid to the States by grants-in-aid, by payment in lieu of taxes, by matched payments, and other means, with a view to recommending which programs, if any, should be continued. (Committee on Rules.)

H. Res. 126, by Mr. Hartley, March 3.—Resolution to provide funds for the Committee on Education and Labor. (Committee on House Administration.)

Second Pan American Congress On Physical Education

Following is the second installment of Agreements, Resolutions, and Recommendations of the Second Pan American Congress of Physical Education, which met October 1-15, 1946, in Mexico, D. F. The Congress was called by the Secretariat of National Defense, National Department of Physical Education and Pre-Military Instruction. First installment of the report was published in the May issue.

X, XI XII. The Second Pan American Congress of Physical Education offers no resolutions regarding these points of the Agenda because no studies were presented.²

XIII. The Second Pan American Congress of Physical Education, considering:

1. That respiratory exercises are necessary only for those who show deficiency in this regard;

2. That it is impossible to render judgment concerning the efficiency or inefficiency of respiratory exercises in normal persons after intense exercise,

Resolves:

1. That respiratory education is unnecessary in the school.

2. That it is desirable to make experimental studies to establish the real

values of respiratory exercises after intense physical activities.

XIV. The Second Pan American Congress of Physical Education, considering:

1. That the certificate of health is an indispensable requirement for engaging in physical education exercises, and particularly for the athlete who participates in games requiring intense effort,

Resolves:

1. To recommend to the official agencies of physical education of the continent that they continue conducting studies leading to the requirement of the certificate of health for all sports participants, collecting statistics, and including figures on the chest X-ray census of athletes.

2. To urge before the governments of the American Nations that they establish adequately equipped clinics staffed with medical personnel who will attend to this service with a minimum of restrictions.

Free Topic of Section II

The Second Pan American Congress of Physical Education holds that exercises for the correction of postural defects should be included in the physical education program only for those children who need them, and as for the im-

portance of the spinal column in gymnastics, it suggests that it should be considered the central anatomical base of gymnastic technique.

Organization of Physical Education

I. Whereas it is desirable to give uniformity to the conceptual elements of statistics in physical education in all the American countries; (whereas) these elements should refer to the evaluation of the individual in his various aspects so as to arrive at a total picture (knowledge) of him, and (whereas) the determination of these aspects will facilitate fulfillment of resolutions, agreements, and recommendations Numbers XII, XIII, and XIV of the report of the First Pan American Congress of Physical Education, in reference to the determination of each normal average type, of the physical capacity of each normal average type, and to the elaboration of special medico-biometric record cards, the Second Pan American Congress of Physical Education agrees:

1. To recommend that the following elements be taken into account to give uniformity to the statistics connected with Pan American Physical Education:

- (a) Elements of a functional nature;
- (b) Elements of a morphological nature;
- (c) Elements of a mechanical nature;
- (d) Elements of a psychological nature;
- (e) Elements of a socio-economic nature;
- (f) Elements of a geographical nature; and

also

- (1) The budgetary allotment for physical education;
- (2) The school population;
- (3) The number of schools;
- (4) The number of physical education teachers; and
- (5) The number of buildings or tracts of land allotted to physical education.

II. Considering that the solution of the problem of extra-school physical education in all the countries of America is urgent; that a technical orientation should be provided for it; and in recognition of the need that the economic forces responsible for its support should make their material and moral contribution, the Second Pan American Congress of Physical Education agrees:

1. To urge the passage of laws and governmental decrees making for the adequate protection of the existing endowment (funds) for extra-school physical education, consisting of land, athletic fields, and equipment.

² See Introduction.

2. To urge the passage of governmental laws and decrees calling upon the State, the municipality, and those responsible for the division of urban and suburban lands, to designate areas adequate to the establishment of physical education centers and to construct and equip such centers in proportion to the size of the territorial division.

3. To urge the passage of laws requiring the installation, construction and maintenance of physical education centers in cities, towns, manufacturing centers, plantations, farms, agricultural communities, etc., arousing jointly both the State and private institutions to the support of extracurricular physical education.

4. To urge the issuance of governmental decrees pointing out the necessity of establishing new courses for specialization in extra-class physical education in the schools or institutes of physical education.

5. To urge the issuances of governmental decrees establishing a tax on professional athletic activities and sports, the proceeds to be employed in strengthening the endowment (funds) of confederations, federations, national associations, etc., of amateurs, in order that these organizations may promote and develop their activities to the fullest extent and thus serve as a unifying force, through regional, State, provincial, departmental, and national competitions among all sections of the population.

6. To urge the stating of governmental dispositions to the effect that in large apartment houses special and appropriate space be reserved for physical education activities and recreation.

III. Considering that recreation exercises a strong influence on the formation of character and that physical exercise also works to this end, promotes good health and increases the vitality of the rural folk and of the population in general, the Second Pan American Congress of Physical Education resolves:

1. To declare that it is important to organize physical education and recreational services in the rural areas in an adequate manner.

2. To urge the establishment in rural areas of recreation centers which will serve at the same time as cultural centers for the country folk, in accordance with the most modern concepts of recreation.

3. In order that the needs of the rural population may be attended, it is suggested that the governments of the American Republics establish specialization courses for physical education teachers or for the training of rural teachers in physical education.

IV. In consideration of the fact that children's playgrounds, athletic fields, recreational centers, shelters (asylums) and permanent camps, seasonal and vacation camps should be under the technical control of the directing agencies of physical education in each country; that the objectives, scope, and organization of each of these institutions should be included in the plan which each country adopts for fulfilling the needs of children, youth, and adults; and that the State should sponsor the construction of camps, athletic fields, recreational centers, vacation and seasonal shelters, and camps, the Second Pan American Congress of Physical Education resolves:

1. To declare itself in favor of the educational, social and hygienic value of children's playgrounds and to recommend that their diffusion in all American countries be favorably regarded.

2. To recommend to all American countries the establishment of camps for children, youth, and adults, advantage being taken of the facilities, natural beauties, and other diverse conveniences offered by the different regions of each country. These camps should permit the development of a broad program of physical activities in an environment of approved customs and manners, friendship, congeniality, and spirit of social solidarity (cooperation).

3. To recommend to all American countries that all these institutions of extra-school physical education be directed technically by specialized physical education teachers.

4. To recommend to all American governments the desirability of organizing the children and youth of their respective countries for hikes and visits of inter-American character, as a means of creating real bonds of Pan American friendship.

V. Whereas it is urgent to organize educational, recreational, physical, cultural, and social activities for the protection of children, youth, and adults against idleness and other greater evils in their leisure hours, the Second Pan American Congress of Physical Education resolves:

1. To urge that in all American countries where they do not exist, State institutions be created and charged with the organization of recreation and that a system of centers endowed with space and equipment necessary for the development of a program of physical, manual, artistic, social, intellectual, and moral activities be established.

2. To recommend that the agencies responsible for the direction of physical education and recreation recognize the importance of organizing active propaganda for the dissemination of the benefits of recreation and the adequate use of leisure time.

3. To urge that all institutes of physical education teachers in the American Continent make provision for specialization in the field of recreation.

VI. *Preparation of Physical Education Teachers and the Social Function of Physical Education Schools. Uniformity in the Programs and in the Value of the Titles (Diplomas) granted in the various American Republics.*—Considering that because of the nature of the topic (subject under discussion) it is desirable to make comparative studies of the study plans, programs, and organizational details of each institute or school now existing in the American countries, the Second Pan American Congress of Physical Education resolves:

To delegate this matter to the Pan American Institute of Physical Education, or to the body which may be created for the purpose, to the end that it propose to the Third Pan American Congress of Physical Education the minimum requirements these institutions should adopt in order to have reciprocal recognition of titles or diplomas conferred.

VII. Whereas the relationships that exist between the fields of medicine and physical education demand the establishment of a new field of specialization in medicine—medicine applied to physical education and sports, the Second Pan American Congress of Physical Education resolves:

1. To request the governments of the American countries that, through the educational authorities, they work for the coordination of the efforts of the various Boy Scout organizations in each country in the formation of state associations and later of national federations of Boy Scouts, the peculiarities of member organization always being respected.

2. To request the educational authorities of each country that, when the national organization has been effected, they advise the permanent secretary of the Congress of Physical Education regarding the names of the members of the directive board and their mailing addresses.

VIII. Whereas, because of their educational value and the good influence they exercise in the cementing of the bonds of friendship among the peoples of America, it is desirable to establish international and Pan American university athletic competitions (games), the Second Pan American Congress of Physical Education resolves:

1. To sponsor the setting up of a Pan American body for the coordination and realization of university athletic competitions.

2. To recommend that the invitation of the students of Peru to hold the first Pan American Inter-university Sports Tournament in Peru in 1951, on the occasion of the Fourth Centennial of the Greater University of San Marcos in Lima.

Educational Policy and Sociology. Pan Americanism. The Teachers of Physical Education

I. Whereas, the recent war, with its destruction of peoples and its human oppression, gives urgency to the need for building up a sense of responsibility which will permit the channelization of all abilities and capacities toward education and the carrying out of the greatest works of collective betterment, and whereas, also, physical education is a determining factor in social organization for peace, the Second Pan American Congress of Physical Education resolves:

1. To recommend that it should be the governments that, through the agency of a specialized institution, should organize, coordinate, and diffuse physical education among their respective inhabitants.

2. That in the countries where such institutions do not now exist, to recommend that the respective governments establish them.

3. To coordinate the activity of the official institutions and the teachers of physical education to set up a cooperative program for the continuation (stability) of the peace and progress of nations.

II. Whereas, physical education is a determining factor in the harmonious development of the human organism and in the conservation of health, and prepares the human organism as an element of progress and of social force for the achievement of liberty, justice, and

peace, and whereas, further, physical education should have institutional character in keeping with the educational law of each country, the Second Pan American Congress of Physical Education resolves:

1. To urge that the governments of the continent pass the necessary laws making physical education compulsory in all sections of the population in conformity with the findings (agreements) of the First Pan American Congress of Physical Education.

2. To urge the centralization of the functions of official physical education in a single agency, thus establishing a national system comprising all sections.

3. To urge that the regulations governing physical education in private institutions be adjusted to comply with that established by official precepts.

III. Whereas, the Indian population constitutes a large section of the countries of the continent and physical education has not brought its beneficent activities to this social group, the Second Pan American Congress of Physical Education resolves:

1. To recommend to the governments of the American countries that the programs of physical education for the indigenous peoples should be similar as regards the objectives to be established by the Pan American Institute of Physical Education.

2. That the physical education practices that prevailed among the ancient American civilizations should be studied and taught, native games and dances being used as auxiliary measures (means).

3. That physical education for the American indigene should be fundamentally recreational.

4. To declare that the rural school and other similar institutions, through the medium of physical education, will contribute to the destruction (dissipation) of the inferiority complex which the indigene suffers (as well as) to combat his vices and initiate him in an education that will be hygienic and lead him to knowledge of the basic foods for his improved nourishment.

5. To make the following suggestions concerning the activities to be engaged in for the improvement of the conditions of the indigenous population:

- (a) Organize traveling missions of basic (initial) culture;

- (b) Construct adequate and properly equipped athletic fields and children's playgrounds;

- (c) Establish medical centers in regions of indigenous concentration;

- (d) Establish centers of vital recuperation (vacation camp type);

- (e) Establish homes of physical recuperation for indigenous children.

6. To establish national athletic games for the indigenous peoples.

7. To recommend the organization in the Institute of Physical Education of specialized courses in physical education for the indigenous groups, and that such courses be provided in both Spanish and the native language.

IV. Whereas, the nations of America have enacted special laws dealing with organized sports and institutions which direct them; whereas, the organisms of international character of each sport have special laws for their functioning, and whereas, further, the directors of sports and athletics should have sufficient capacity for the handling of their work, the Second Pan-American Congress of Physical Education resolves:

1. To declare that it is not possible for the Pan American Congress of Physical Education to make pronouncements concerning national and international laws, since organisms governing these activities already exist.

2. To recommend the establishment of courses in technical orientation for athletic directors, preferably in the Institute or Schools of Physical Education.

V. The Second Pan American Congress of Physical Education declares: That the postulates of Pan Americanism are an effective guarantee of the maintenance of unity (uniformity) and of the stimulation of the progress of the peoples of the continent, and that physical education constitutes a prime factor in the realization of Pan Americanism, in regard to spiritual and cultural relations and better understanding among nations.

VI. Whereas, the teachers of physical education, sports experts, and professionals in the field constitute a group of workers in each country, and whereas, these workers should be protected by national laws, the Second Pan American Congress of Physical Education resolves:

1. To recommend to the governments of the continent which lack such laws that they pass protective laws covering physical education teachers, sports experts, physician specialists in physical

education, and other professionals who have specialized in the field, basing the new legislation on the dispositions existing in the respective country in favor of workers in general.

2. To urge the establishment of a special (professional) scale or register.

VII. Whereas, the exchange of teachers is an effective medium for the attainment of improved techniques and uniformity of action among the physical education teachers of America, and whereas, the governments have the responsibility of directing their activities to the betterment and progress of the people, the Second Pan American Congress of Physical Education agrees:

1. To strive for an effective exchange of physical education teachers and, complimentary wise, of students of physical education institutes and schools of the continent.

2. To recommend to the governments of the continent the granting of official moneys for the exchange of teachers, and scholarships and free passports for teachers and students of physical education.

VIII. Whereas, unification among teachers of physical education contributes to the improvement which the department of physical education looks toward in the exchange of ideas and interviews concerning experiences and results in the field, the Second Pan American Congress of Physical Education agrees:

1. To urge that the physical education teachers of each American country become organized in a single representative group for the professional purposes set forth in the preceding paragraph.

2. To recommend the formation of the Pan American Confederation of Associations of Physical Education Teachers.

IX. Whereas, the motion picture, the radio, and the press are positive media for the dissemination of the methods and systems of physical education, diffusing among all sectors of the population the various aspects of this educational field, the Second Pan American Congress of Physical Education agrees:

1. To declare that the motion picture, the radio, and the newspaper are essential media for the popularization of physical education.

2. To recommend the waging of physical education campaigns, utilizing the motion picture and the radio as principal media, and endeavoring to carry this

service to the most remote regions or to those which may lack the necessary personnel.

3. To recommend that systematic radio programs be broadcast, to popularize the basic essentials for the practice of physical education exercises and recreational activities.

4. To recommend the frequent publication of items which provide guidance in the different aspects of physical education.

5. To urge that motion pictures be taken of physical education activities and that they be exhibited in all parts of the respective country, accompanied when possible by explanatory remarks.

(To be concluded in July issue)

Visual Materials Distributed by Government Agencies

U. S. Office of Education, Federal Security Agency

A descriptive catalog of 16-mm. training films and film strips has just been revised by the U. S. Office of Education. This 1947 issue lists the productions of the Office of Education, Department of Agriculture, Navy Department, War Department, Veterans' Administration, and other Government agencies. Some of the subjects listed are: Machine shop work, problems in supervision, office management, engineering, farming, plastics, woodworking, aircraft work, nursing, science and nature study, medicine.

Prints of the productions can be purchased through the Government distributor, Castle Films, 30 Rockefeller Plaza, New York City. Loans may be made through local university or commercial film libraries.

Library of Congress

Excess or surplus Government motion pictures will be distributed or allocated on a loan basis to various film depositories throughout the country by the Library of Congress. Through its Motion Picture Division, the Library expects to make arrangements with accredited laboratories for providing, at reasonable cost to users, prints of the films that are eligible for general use.

This program, now in its infancy, is being pushed rapidly. Information about film distribution will become

available in several weeks when the project is more fully developed.

U. S. Public Health Service, Federal Security Agency

Films on health and hygiene have been made available to the public by the U. S. Public Health Service. The films are 16mm or 35mm in size, from 10 to 46 minutes in length, and are printed in black and white or color.

The productions can be bought by obtaining a price list and authorization forms from the Surgeon General, U. S. Public Health Service, Washington, D. C. (Bethesda Station). To borrow films, communicate with your State or local health department.

The following are titles and descriptions of recent films released:

Enemy X—Cancer, symptoms of the disease, importance of early diagnosis.

About Faces—Good condition of the teeth and the results of inadequate dental care.

Choose To Live—Cancer danger signals, diagnosis, X-ray, surgical treatment in modern hospitals and possibility of cure.

Fight Syphilis—How to combat syphilis.

Help Wanted—General presentation of the basic principles of first aid, the circulatory system, improvised tourniquets.

Keep 'Em Out—How rats spoil food, rat control by poison, ratproof construction of buildings.

Know For Sure—A physician's experiences with syphilis.

Magic Bullets—The discovery by Dr. Paul Ehrlich of a cure for syphilis.

On Your Feet—Good posture, properly fitted shoes, how to walk correctly.

Message To Women—Facts about syphilis and gonorrhea.

Rocky Mountain Spotted Fever Vaccine—Nature of the disease, life cycle of the tick.

Save a Day—Taking dust counts in a factory, changing miner's drill to prevent silicosis.

Syphilis—Diagnosis of early, latent, and late syphilis, and the management of the disease.

Three Counties Against Syphilis—Trailer clinics carry a public health program to rural Georgia; blood tests in Negro schoolrooms, dance halls, and churches; venereal disease treatment.

To The People Of The United States—Contains direct appeal for individual blood tests and urges public discussion of the problem of venereal disease.

Capital Story—Industrial hygiene chemists and laboratory workers investigate and solve serious threat to workers' health.

Winkie the Watchman—Animated cartoon in color, aimed at motivating children to seek regular dental care.

Bureau of Mines, Interior Department

Over 11,000 free films are maintained in the film library of the Bureau of Mines, Department of Interior. These motion pictures include both sound and silent films and are 16mm in width. A few titles are: "The Drama of Steel," "This Is Aluminum," "The Fabrication of Copper," "The Story of a Storage Battery," and "The Story of Lubricating Oil." A complete list of titles is contained in a descriptive catalog.

No charge is made for the use of the films, but borrowers are required to pay for transportation costs and damage to the films. For information concerning the availability of these productions, write to the Bureau of Mines Film Library, Central Experiment Station, 4800 Forbes St., Pittsburgh, Pa.

Civil Aeronautics Administration, Commerce Department

Visual materials for aviation training are being produced and distributed by the Audio-Visual Training Aids Division of the Civil Aeronautics Administration.

The primary work of this division is directed toward the production and effective utilization of slides, films, posters, vectographs, and other visual materials suitable for use in the training of nonmilitary pilots, controllers, communicators, inspectors, and for other in-service training programs.

To date, this division has completed 8 film strips, 6 of which are in color, and 7 have accompanying recorded commentaries. The titles are: "A Typical Flight," "The Federal Airways Service," "Approach Control," "Air Traffic Control—Promoting Safety and Efficiency Through Automatic Communication Methods," "Planned Developments," "Air Traffic Rules," "Civil Aeronautics Administration Communications System," and "Good Supervisory Practice."

In addition, posters have been prepared on "Flying the Federal Airways," "Approach Control Procedures," "Air Traffic Rules and Control Practices," and "Air Marking." Vectographs (three dimensional photographs) have also been completed which illustrate various air traffic control procedures.

Another major activity of this Divi-

sion is reflected in the establishment and operation of CAA Film Centers. These are located at each of the regional offices, in addition to the one in Washington, D. C. These film centers will be stocked with motion pictures and film strips prepared by the CAA as well as by the War and Navy Departments. All films will deal with subjects of importance to the study of aviation and its related fields and will be utilized as a definite part of the course of study established for CAA's in-service training programs.

These same films will also be made available on a loan basis to secondary schools, colleges, universities, commercial airlines, flying clubs, and others interested in the study of aviation.

Further information regarding available film subjects or the operation and location of film centers may be had by writing to the Audio-Visual Training Aids Staff, Civil Aeronautics Administration, Commerce Department, Washington, D. C.

Farm Training in Federal Prisons

The U. S. Office of Education is co-operating with the Bureau of Prisons of the U. S. Department of Justice in the development of an agricultural training program in Federal penal and correctional institutions, according to a recent communication from William T. Spanton, chief, agricultural education service of the Federal office, to State supervisors of agricultural education.

"The program is designed," said Dr. Spanton, "to assist in the rehabilitation of (the inmates) through training in agriculture, including farm mechanics . . ." Dr. Spanton stated that the Office of Education is assisting in the program in recognition of the fact that many inmates have come from communities served by departments of vocational agriculture and will return to those communities. Since the period of training is limited by the relatively short time during which most of the inmates are available, only a limited amount of training can be given. If the purpose of the program is to be accomplished, it must therefore be based on the situation in the community of the trainee and must be continued through follow-up training after his release.

As various Federal institutions put the plan into effect, it will function as follows:

(1) The institutions will obtain the names of vocational agriculture teachers from the State supervisors.

(2) Instructors will be provided with a report of the training given to each inmate from that area and his plans for employment. Instructors can give valuable assistance by supplying information about farm conditions and training needs of farmers in their areas.

(3) Instructors will be notified when inmates are released, and will be asked to give such follow-up assistance as is justified by the local situation and the desires of the trainees.

Dr. Spanton recommends that, when assistance is requested, the States offer all cooperation consistent with their limited time and facilities.

Music in the Navy

The United States Navy recently announced a return to its prewar policy of accepting qualified musicians for enlistment and ultimate assignment to a course at the Navy School of Music and further transfer to musical duties in the Navy.

Under this program young men 17 years of age with previous band and orchestra experience are eligible. Candidates selected on the basis of their applications will be sent at Government expense to Washington, D. C., for a musical examination at the United States Navy School of Music. Applicants passing the examination will be enlisted in the Navy and enrolled in the School of Music; upon completion of the course, they will be assigned to bands ashore and afloat.

Application forms and further information may be obtained at the local Navy Recruiting Stations or by writing to: Officer in Charge, U. S. Navy School of Music, U. S. Naval Recruiting Station, Washington, D. C.

Conservation of Vision

PHYSICIANS, nurses, public health and social workers, educators, safety engineers, and leaders in related fields throughout the United States are par-

ticipating in a campaign to protect eyesight, according to the thirty-second annual report of the National Society for the Prevention of Blindness. The report is entitled *Let There be Light*.

Many activities contributing to the conservation of vision which had necessarily been curtailed because of the war were resumed more extensively during the past year, according to the report.

The extension of life expectancy, the report explains, has increased the incidence of many diseases of the eye. Another hazard to eyesight in modern life is found in the increasing problem of industrial accidents. The society's work for safety in industry last year included assistance to local organizations in planning their industrial eye-conservation programs; this covered the visual testing of employees, color and lighting analysis of working areas, analysis of hazards, and ophthalmologic consultation when required.

Change in Readers' Interests

Readers' interests have changed materially since the war, according to reports received by the American Library Association from 150 representative public libraries in the United States.

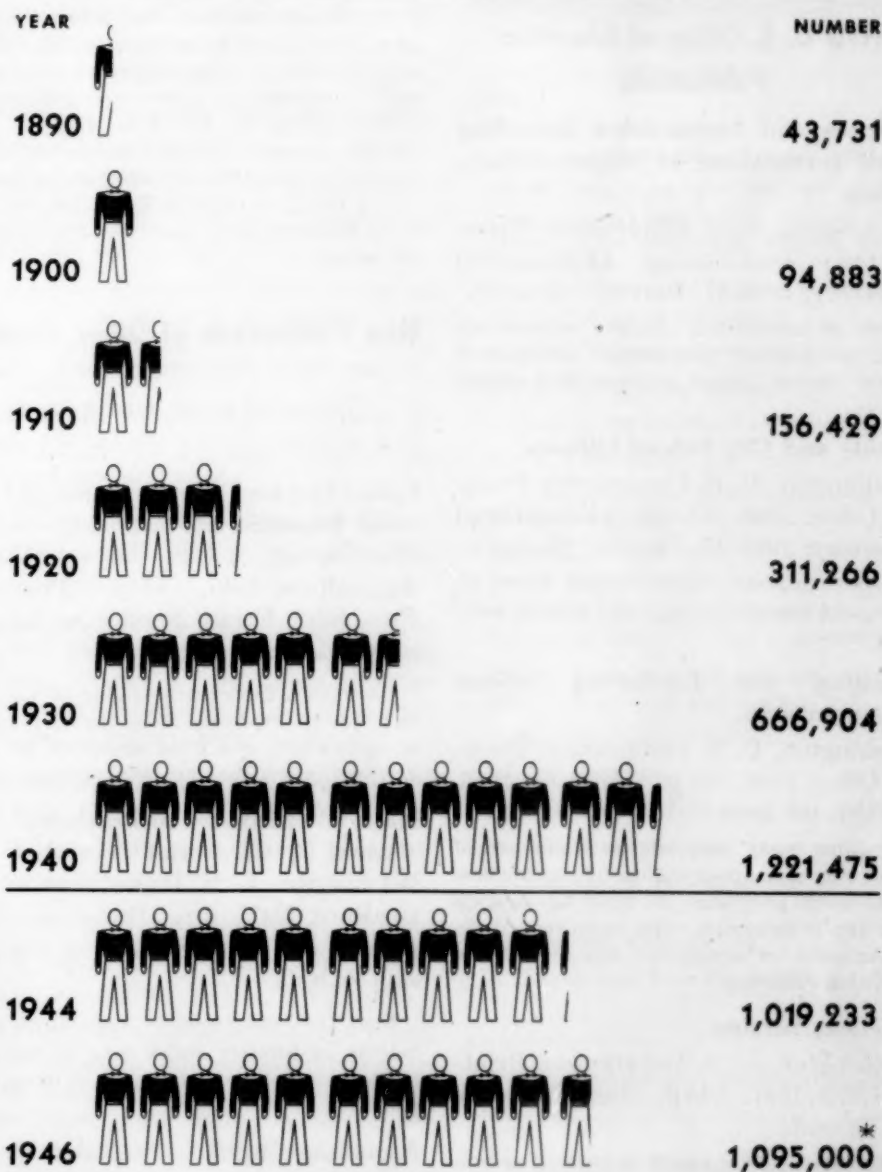
Since 1945 the lack of interest in war books has been emphatic. Travel books have become popular with veterans, who frequently seek information about countries they visited during the war, and with potential tourists. Many librarians feel that the housing shortage has fostered an unusual reading interest in such subjects as living conditions, business opportunities, and climate. While atomic energy has been the most popular subject in science, a marked reader interest has developed in radar and jet propulsion. The public appears to be greatly interested in health and medical progress. Works on child care and applied psychology have been widely consulted in libraries by parents. In general, librarians have noted a general popular reading trend toward books of information. Business men especially have turned to public libraries for quick reference service on business statistics and market information.

According to the ALA survey, readers in both large and small communi-

ties have expressed dissatisfaction with current fiction. Failing to find satisfying characters in fiction, many readers have turned to biography and family narratives. Historical and religious fiction appears to be most popular in public libraries. Librarians state that

the reading of psychological stories frequently has led to requests for serious books on psychology. Similarly, an interest in fantastic novels about the future of science not infrequently has resulted in the reading of serious works on the subject.

The Number Of High School Graduates Has Almost Doubled Each Decade Since '90



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U.S. OFFICE OF EDUCATION, FEDERAL SECURITY AGENCY

THERE were approximately 25 times as many students graduated from high schools in 1946 as in 1890, according to estimates of the U. S. Office of Education. Between these years the total population of the United States increased by about 2 1/4 times. There were approximately 1,095,000 high school graduates in 1946 as compared with 43,700 in 1890. In 1890, 4 out of every 100 persons of the 17-year age group graduated from high school. By 1940 the graduates averaged 51 out of each 100 persons of the comparable age group.

U. S. GOVERNMENT ANNOUNCES

Orders for the publications listed on this page should be addressed as follows: Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.

New U. S. Office of Education Publications

Colleges and Universities, Including All Institutions of Higher Education.

Washington, U. S. Government Printing Office, 1947. 132 p. (Educational Directory, 1946-47, Part 3) 35 cents.

Data on universities, colleges, teachers colleges, independent professional and technological schools, junior colleges, and normal schools.

County and City School Officers.

Washington, U. S. Government Printing Office, 1946. 115 p. (Educational Directory, 1946-47, Part 2) 25 cents.

Lists county school officers, city school officers, and superintendents of Catholic parochial schools.

Planning and Equipping School Lunchrooms.

Washington, U. S. Government Printing Office, 1946. 23 p. (Bulletin 1946, No. 19) 10 cents.

Contains basic materials on which school people may plan space and equipment for new school-lunch programs or appraise existing programs to determine what improvements in arrangement or equipment are needed for maximum efficiency.

Practical Nursing.

Washington, U. S. Government Printing Office, 1947. 144 p., illus. (Misc. No. 8) 55 cents.

An analysis of the practical nursing occupation with suggestions for the organization of training programs.

Program of Education and Training for Young Persons Employed on Work Projects of the NYA—Final Report.

By Tom Watson. Washington, U. S. Government Printing Office, 1946. 16 pp. (Bulletin 1946, No. 12) 20 cents.

One of a series of six histories describing the work carried on by the Office of Education to help meet defense needs. Describes outstanding NYA training centers located in Arkansas, Colorado, Idaho, Maine, Montana, New York, and Hawaii.

Student War Loans Program—Final Report. By R. C. M. Flynt. Washington, U. S. Government Printing Office, 1946. 40 p. (Bulletin 1946, No. 14) 15 cents.

Through the Student War Loans Program more than 11,000 young men in 286 colleges and universities were enabled to enter upon and to pursue an accelerated program of studies during the war years 1942-44. This bulletin provides information concerning the method of administration adopted and carried out by the U. S. Office of Education, and presents summary data concerning the results of the program.

New Publications of Other Agencies

DEPARTMENT OF AGRICULTURE

Forest Service Films Available on Loan for Educational Purposes.

Washington, U. S. Department of Agriculture, 1947. 11 p. Processed. Free from Forest Service as long as supply lasts.

Contains a descriptive catalog of the films on forestry available from the Department of Agriculture, and gives directions for making application for the loan of these films.

Material of Interest to Teachers.

Prepared by the Forest Service.

Washington, U. S. Department of Agriculture, 1947. 6 p. Processed. Free from the Forest Service as long as supply lasts.

Lists the Department of Agriculture publications on forestry which may be useful to teachers and offers free any 10 of the printed publications listed.

Nutrition Charts.

Prepared by the Bureau of Human Nutrition and Home Economics.

Washington, U. S. Government Printing Office, 1947. 10 charts, 19 by 24 inches, printed in yellow and black on heavy white paper. 75 cents per set.

Intended as a visual teaching aid for nutrition classes and wall exhibit use. That food

makes the difference is the theme running through the entire chart set, which contains photographs of laboratory animals, showing the effect of diet, and sketches of a number of foods.

Rural Handicrafts in the United States.

By Allen Eaton and Lucinda Crile, Extension Service.

Washington, U. S. Government Printing Office, 1946. (Miscellaneous Publication 610 M.) 40 p. 20 cents.

Provides suggestions for the proper organization of handicraft programs and gives information about the growing rural handicraft movement.

Safe Water for the Farm.

By Harry L. Garver, Bureau of Plant Industry, Soils, and Agricultural Engineering.

Washington, U. S. Government Printing Office, 1946. (Farmer's Bulletin 1978 F) 46 p. 15 cents.

Presents information regarding sanitary and engineering principles required in providing safe, fresh water for rural homes and farms.

DEPARTMENT OF COMMERCE

Aeronautical Periodicals.

Prepared by the Library, U. S. Civil Aeronautics Administration.

Washington, U. S. Civil Aeronautics Administration, 1946. 7 p. Mimeographed. Free from the Office of Aviation Training, or the Public Inquiry Section of the U. S. Civil Aeronautics Administration, Commerce Building, as long as supply lasts.

Lists 51 periodicals on aviation, published in the United States and foreign countries.

Selected and Annotated Bibliography in Aviation Education for Guidance Counselors.

Prepared by the Office of Aviation Training, U. S. Civil Aeronautics Administration.

Washington, U. S. Civil Aeronautics Administration, 1946. 10 p. Mimeographed. Free from the Office of Aviation Training, U. S. Civil Aeronautics Administration, Commerce Building, as long as supply lasts.

Government documents listed provide basic information for answering specific questions of boys and girls regarding employment in aviation. The nongovernment references describe the qualifications set forth by industry and government for the many jobs in aviation and discuss the opportunities.

Selected and Annotated Bibliography on the Social, Political, Economic, and International Aspects of Aviation. Prepared by the Office of Aviation Training, U. S. Civil Aeronautics Administration.

Washington, U. S. Civil Aeronautics Administration, 1946. 10 p. Mimeographed. Free from the Office of Aviation Training, U. S. Civil Aeronautics Administration, Commerce Building, as long as supply lasts.

Contains 147 items compiled to provide teachers with a broad sampling of recently published materials touching on the various social complications of aviation.

Statistical Abstract of the United States, 1946. Compiled by the Bureau of the Census.

Washington, U. S. Government Printing Office, 1946. 1,051 p. \$2.25 (buckram).

Contains important summary statistics on population, trade, finance, and many other subjects.

DEPARTMENT OF LABOR

Employment Opportunities in Aviation Occupations: Part 2.—Duties, Qualifications, Earnings, and Working Conditions. Prepared in the Bureau of Labor Statistics.

Washington, U. S. Government Printing Office, 1946. (Bulletin No. 837-2) 45 p. 20 cents.

Describes the duties of and qualifications required for the various positions in the aviation occupations.

Occupational Outlook Publications. Compiled by the Bureau of Labor Statistics.

Washington, Department of Labor, 1947. Processed 6-page folder. Free from the Bureau of Labor Statistics.

Lists bulletins and reports which are on sale at the Superintendent of Documents.

DEPARTMENT OF STATE

Paris Peace Conference, 1919.

Washington, U. S. Government Printing Office, 1946. In *Papers Relating to the Foreign Relations of the United States*, Vol. VIII. (Publication 2531),

986 p., \$2.25 (buckram); Vol. IX. (Publication 2599), 1053 p., \$2.75 (buckram).

These volumes together with Volume VII, published in May 1946, contain the minutes of the meetings of the Supreme Council of the Peace Conference after the signing of the Treaty of Versailles with Germany, June 28, 1919. Subjects discussed include the demilitarization of Germany, the troubled Hungarian situation, and the Adriatic problem.

FEDERAL SECURITY AGENCY

Children in the Community. By Sybil A. Stone, Elsa Castendyck, and Harold B. Hanson, Children's Bureau, Social Security Administration.

Washington, U. S. Government Printing Office, 1946. 182 p. (Publication 317). 35 cents.

An account of the experimental project set up in St. Paul, Minn., to study ways of discovering and getting treatment to children who were showing behavior difficulties.

Guiding the Adolescent. Prepared by the Children's Bureau, Social Security Administration.

Washington, U. S. Government Printing Office, 1947. 83 p. (Publication 225, revised 1946.) 15 cents.

This revised edition brings the bulletin into line with the increased knowledge of teen-age children. It aims to help parents to understand the adolescent and to guide him from childhood to healthy, happy adulthood.

Homemaker Service: A Method of Child Care. By Maud Morlock, Children's Bureau, Social Security Administration.

Washington, U. S. Government Printing Office, 1946. 36 p. (Publication 296.) 10 cents.

Discusses the basic procedures and fundamental principles involved in programs designed to preserve family life for children in homes where death of the mother or her absence has disrupted the normal life.

"Who Am I?" By Grace Louise Hubbard.

Washington, U. S. Government Printing Office, 1947. (In *The Child*, Vol. 11, No. 8, February 1947, pp. 130-133, published by the Division of Reports, Children's Bureau.) Single copies, 10 cents; annual subscription, \$1.00.

Discusses the problem and policies involved for the social agency in answering this question from the adopted child.

Workers' Health Series, Nos. 1-14.

Prepared by the Public Health Service.

Washington, U. S. Government Printing Office, 1942-44. Single copies free from Public Health Service; quantities of 100 or more may be obtained at special rates from Superintendent of Documents.

Brief, popular suggestions regarding health problems, addressed primarily to workers, but also having general application.

No. 1. . . but flu is tougher.

No. 2. Leonard's appendix—and how it burst.

No. 3. K O by C O gas.

Points out the dangers of carbon monoxide gas.

No. 4. Clara gives benzol the run-around.

Describes the dangers from this solvent which is used in the manufacture of rubber, linoleum, paint, plastics, and other materials, and in the removal of paint and blending of motor fuels.

No. 5. Trouble in the midriff.

Discusses stomach ailments and their remedies.

No. 6. Bill gets the works.

Describes the importance of physical checkups.

No. 7. Night shift.

Advises the family whose wage earner works at night or at irregular hours.

No. 8. Save your skin.

No. 9. Willie's victory torch.

Discusses the dangers of electric shock, burns, and intense light.

No. 10. Facts about syphilis and gonorrhea.

No. 11. Hold on to your teeth.

Describes the care of the teeth.

No. 12. Let's see!

Presents simple facts about care of the eyes.

No. 13. Below the belt.

Describes the prevention and treatment of ruptures.

No. 14. That tired feeling.

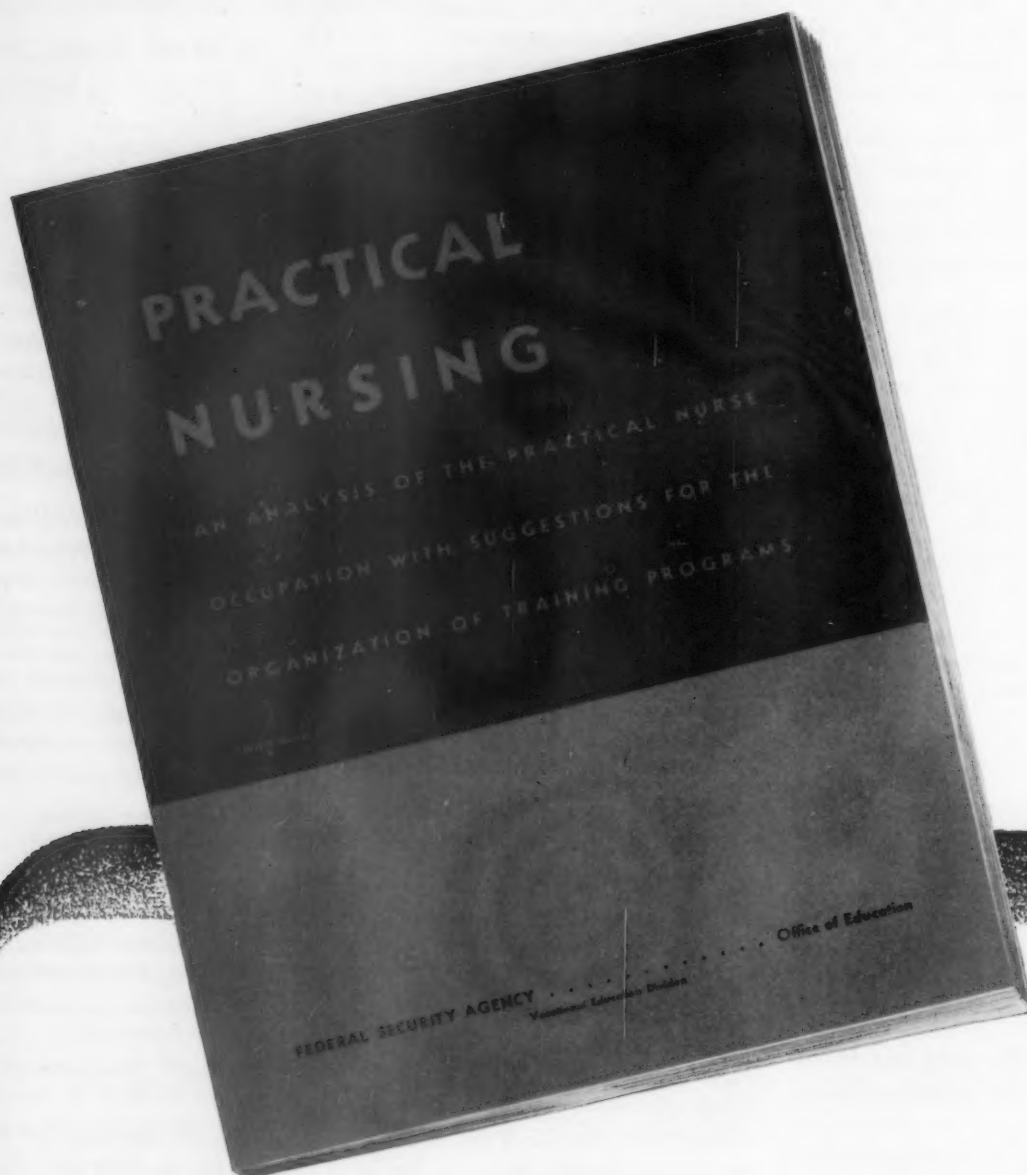
Presents some rules for preventing fatigue.

SUPERINTENDENT OF DOCUMENTS

100 Selected Books Now Available From the Superintendent of Documents.

Washington, U. S. Government Printing Office, 1947. 46 p. Free from the Superintendent of Documents.

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in institutions. These nurses work under the direction of a licensed physician or a registered nurse. They are expected to give household assistance when necessary. **PRACTICAL NURSING**, Misc. No. 8 offers suggestions for a training program.

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